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ABSTRACT

This teacher's guide contains 20 units of instruction for a course in production in the food production, management, and services area. Units of instruction are designed for use in more than one lesson or class period of instruction. Introductory materials include the following: a competency profile; instructional/task analysis; related academic and workplace skills; tools, equipment, and materials list; 21 references; and glossary. Each instructional unit contains some or all of the following basic components: objective sheet, suggested teacher activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Unit titles are as follows: orientation; kitchen safety and sanitation; use and care of hand tools and utensils; use and care of equipment; standard recipe use; food quality, receiving, and storage; seasoning; salads, fruits, and salad dressings; sandwiches, hors d'oeuvres, and garnishes; stocks, soups, and sauces; meat identification; meat cookery; poultry and fish; vegetables, fruits, pasta, and rice; cheese and eggs; quick breads and yeast products; desserts; breakfast cookery; beverages; and menu planning and costing. (YLB)

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Food Production, Management, and Services: Production

Second Edition

Written by

LeRoy Gibson

Edited by

Sue C. Feasley

Developed by

The Mid-America Vocational Curriculum Consortium, Inc.

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Food Production, Management, and Services: Production

Teacher Edition

Table of Contents

Foreword v
Acknowledgements vii
Use of introductory materials ix
Use of this publication xi
Academic and workplace skills classifications and definitions xv
Competency profile xvii
Instructional/task analysis xxv
Related academic and workplace skills list xxxix
Tools, materials, and equipment list lxxi
References lxxv
Glossary lxxvii

Unit 1: Orientation F:P-1
Unit 2: Kitchen Safety and Sanitation F:P-11
Unit 3: Use and Care of Hand Tools and Utensils F:P-29
Unit 4: Use and Care of Equipment F:P-73
Unit 5: Standard Recipe Use F:P-219
Unit 6: Food Quality, Receiving, and Storage F:P-241
Unit 7: Seasoning F:P-259
Unit 8: Salads, Fruits, and Salad Dressings F:P-269
Unit 9: Sandwiches, Hors d'Oeuvres, and Garnishes F:P-337
Unit 10: Stocks, Soups, and Sauces F:P-387
Unit 11: Meat Identification F:P-453
Unit 12: Meat Cookery F:P-473
Unit 13: Poultry and Fish F:P-503
Unit 14: Vegetables, Fruits, Pasta, and Rice F:P-531

Unit 15: Cheese and Eggs F:P-549

Unit 16: Quick Breads and Yeast Products F:P-565

Unit 17: Desserts F:P-605

Unit 18: Breakfast Cookery F:P-673

Unit 19: Beverages F:P-699

Unit 20: Menu Planning and Costing F:P-713

Foreword

When the MAVCC staff began the process of revising the Food Production, Management, and Services series, it was found that the content presented was relatively sound and that the materials were presented in a logical manner to assist students in mastering the skills of their chosen occupation. This series contains a core publication, *Introduction*, and five spin-off publications, *Service, Production, Baking, Fast Foods,* and *Management*. Students may specialize in any of several occupations related to the food service area.

The success of this series of publications is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publications.

These materials are not only designed for student use, but to assist teachers in improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), teaching to the objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, useable. Three vital parts of instruction have been intentionally omitted from each publication: motivation, personalization, and localization. These areas are left to the individual instructors to present as part of their classroom/laboratory discussion.

Special attention should be given to the suggestions on ways to increase reinforcement of the academic and workplace basic skills. By reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Sylvia Clark, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Jim Steward
Executive Director
Mid-America Vocational
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Acknowledgements

Appreciation is extended to those individuals who contributed their time and talent to the development of *Food Production, Management, and Services: Production.*

The contents of this publication (second edition) were reviewed by the following food management teachers:

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Special appreciation is also extended to the original planning committee and to those individuals and organizations who supported this project. They include:

Committee

Virginia Bechtold	Nebraska
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The Procter and Gamble Co.	Cincinnati, OH

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A final thank you to Sue Feasley for her assistance with editing and development of this second edition and to Jane Huston for her assistance in coordinating this project.

Use of Introductory Materials

Introductory materials are included in the teacher edition only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication**—Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.
2. **Competency profile**—Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.
3. **Instructional/task analysis**—Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.
4. **Related academic and workplace skills list**—Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.
5. **Tools, equipment, and materials list**—Provides a comprehensive list of those items needed to successfully complete the assignment sheets and/or job sheets; assists administrator/teacher in determining program costs.
6. **Reference list**—Provides a comprehensive list of resources used in the development of this publication.
7. **Glossary**—Provides a list of terms and definitions used in the publication.

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Instructional units

Food Production, Management, and Services: Production contains twenty units of instruction. Each instructional unit in a teacher edition includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (Color code: Pink)

This component is included only in the teacher edition. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written test answers (Color code: Pink)

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

Written test (Color code: Yellow)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher edition only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (Color code: White)

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher edition only, but may be duplicated.

Use of This Publication

Teacher supplements (Color code: White)

This component is included only in the teacher edition. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (Color code: White)

Transparencies are included in the teacher edition only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (Color code: Green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (Color code: White)

Student supplements are included in the student manual. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (Color code: Tan)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (Color code: Blue)

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher guide.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student manuals contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Academic and Workplace Skills
(Classifications and Definitions)

Skill Groups	Sub Skills	Definitions
Learning Skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication Skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability Skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.
Personal Management Skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group Effectiveness Skills	Interpersonal relations	Developing ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence Skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing group in performance of a specific task; accepting responsibility for others.

Food Production, Management, and Services: Production

Competency Profile

Name: ______________________________

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on a level of student performance for each of the tasks listed. The written test scoreline is provided for optional teacher use. It may not be applicable in all cases.

Option A

Rating scale:
4 - Skilled - Can perform job with no additional training.
3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
1 - Unskilled - Is familiar with process, but is unable to perform job.
0 - No Exposure - No information or practice provided during training program, complete training required.
NA - Non-applicable.

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Orientation

______1. Analyze a food service production job.
______2. Wash hands.
______3. ______________________________

______Written Test Score

Unit 2: Kitchen Safety and Sanitation

______1. Complete a safety checklist.
______2. Conduct a sanitation inspection.
______3. Taste food in a sanitary manner.
______4. ______________________________

______Written Test Score

Unit 3: Use and Care of Hand Tools and Utensils

______1. Compare accuracy of methods of measuring.
______2. Use a steel.
______3. Sharpen a French knife.
______4. Weigh a dry ingredient using baker's scales.
______5. Weigh a liquid ingredient using portion scales.
______6. Measure small amounts of dry and liquid ingredients.

______7. Measure a liquid ingredient.
______8. ______________________________

______Written Test Score

Unit 4: Use and Care of Equipment

______1. Operate a doughnut machine.
______2. Clean a doughnut machine.
______3. Operate a dish machine.
______4. Clean a dish machine.
______5. Operate a waste disposer.
______6. Operate a mixer.
______7. Clean a mixer.
______8. Operate a slicer.
______9. Clean a slicer.
______10. Operate a vertical cutter mixer.
______11. Clean a vertical cutter mixer.
______12. Operate a food chopper.
______13. Clean a food chopper.
______14. Operate a deep fat fryer.
______15. Clean a gas deep fat fryer.
______16. Clean an electric deep fat fryer.
______17. Operate a tilting brazier.
______18. Clean a tilting brazier.
______19. Operate a steamer.
______20. Clean a steamer.
______21. Operate a steam jacketed kettle.
______22. Clean a steam jacketed kettle.
______23. Operate a meat tenderizer.
______24. Clean a meat tenderizer.
______25. Use a steam table.
______26. Clean a steam table.
______27. Operate a conventional oven.
______28. Clean a conventional oven.
______29. Operate a convection oven.
______30. Clean a convection oven.
______31. Operate a microwave oven.
______32. Clean a microwave oven.
______33. Operate a rotary toaster.
______34. Clean a rotary toaster.
______35. Operate coffee equipment.
______36. Clean an urn coffee maker.
______37. Operate a range.
______38. Clean a range.
______39. Operate a broiler.
______40. Clean a broiler.
______41. Operate a grill.
______42. Clean a grill.
______43. Use platform scales.
______44. Clean a work table.
______45. Clean a can opener.

______46. Operate a blender.
______47. Clean a blender.
______48. Clean a milk dispenser.
______49. ______________________________

______Written Test Score

Unit 5: Standard Recipe Use

______1. Convert weights and measures using a conversion table.
______2. Reduce a recipe.
______3. Increase a recipe.
______4. Analyze a work situation.
______5. ______________________________

______ Written Test Score

Unit 6: Food Quality, Receiving, and Storage

______1. Arrange food products using the FIFO rotation system.
______2. Record observations of food handling and storing.
______3. Complete a food requisition form.
______4. ______________________________

______ Written Test Score

Unit 7: Seasoning

______1. Analyze the quality of spices and flavorings.
______2. ______________________________

______ Written Test Score

Unit 8: Salads, Fruits, and Salad Dressings

______1. Prepare and evaluate basic French dressing.
______2. Prepare and evaluate emulsified French dressing.
______3. Prepare and evaluate mayonnaise.
______4. Prepare and evaluate Thousand Island dressing.
______5. Prepare and evaluate boiled dressing.
______6. Prepare and evaluate a garden salad.
______7. Prepare and evaluate a chef's salad.
______8. Prepare and evaluate coleslaw.
______9. Prepare and evaluate blackstone salad.
______10. Prepare and evaluate jellied bing cherry salad.
______11. Prepare and evaluate potato salad.
______12. Prepare and evaluate frozen fruit salad.
______13. Prepare and evaluate chicken salad.
______14. ______________________________

______Written Test Score

Unit 9: Sandwiches, Hors D'Oeuvres, and Garnishes

______1. Prepare and evaluate a chicken salad sandwich.
______2. Prepare and evaluate a submarine sandwich.
______3. Prepare and evaluate a Reuben sandwich.
______4. Prepare and evaluate a Monte Cristo sandwich.
______5. Prepare and evaluate a club sandwich.
______6. Cut and set up a club sandwich.
______7. Prepare a tomato rose garnish.
______8. Carve a radish bud garnish.
______9. Prepare an apple bird garnish.
______10. ______________________________

______ Written Test Score

Unit 10: Stocks, Soups, and Sauces

______1. Evaluate a convenience soup.
______2. Evaluate a convenience sauce.
______3. Prepare chicken stock.
______4. Prepare beef stock.
______5. Prepare and evaluate French onion soup.
______6. Prepare and evaluate cream of tomato soup.
______7. Prepare and evaluate vichyssoise.
______8. Prepare and evaluate minestrone soup.
______9. Prepare and evaluate espagnole sauce.
______10. Prepare and evaluate bechamel sauce.
______11. Prepare and evaluate tomato sauce.
______12. Prepare and evaluate basic velouté sauce.
______13. Prepare and evaluate hollandaise sauce.
______14. Prepare and evaluate cocktail sauce.
______15. Prepare and evaluate lemon sauce.
______16. Prepare and evaluate pan gravy.
______17. ______________________________

______ Written Test Score

Unit 11: Meat Identification

______1. Identify primal cuts of beef and their sources.
______2. Identify wholesale and retail cuts of beef.
______3. Complete a chart of retail cuts of beef and their identifying bones.
______4. Identify wholesale and retail cuts of pork.
______5. ______________________________

______ Written Test Score

Unit 12: Meat Cookery

______1. Prepare and compare broiled beef patties.
______2. Prepare a beef roast.
______3. Prepare Swiss steak.

______4. Prepare beef stew.
______5. Prepare spaghetti with meat sauce.
______6. Prepare stuffed peppers.
______7. Prepare chicken fried steak.
______8. Prepare pork chops.
______9. ______________________________

______ Written Test Score

Unit 13: Poultry and Fish

______1. Cut up a whole chicken.
______2. Prepare and evaluate deep fat fried chicken.
______3. Prepare a roast turkey.
______4. Prepare baked fish fillets.
______5. Prepare deep fried butterfly shrimp.
______6. ______________________________

______ Written Test Score

Unit 14: Vegetables, Fruits, Pasta, and Rice

______1. Prepare macaroni.
______2. Prepare macaroni and cheese.
______3. Prepare rice.
______4. Prepare Spanish rice.
______5. ______________________________

______ Written Test Score

Unit 15: Cheese and Eggs

______1. Prepare cheese balls.
______2. Prepare Welsh rarebit.
______3. Prepare deviled eggs.
______4. Prepare quiche.
______5. ______________________________

______ Written Test Score

Unit 16: Quick Breads and Yeast Products

______1. Prepare and evaluate plain muffins.
______2. Prepare and evaluate baking powder biscuits.
______3. Prepare and evaluate banana nut bread.
______4. Prepare and evaluate cornbread.
______5. Prepare and evaluate cake doughnuts.
______6. Prepare and evaluate white bread.
______7. Prepare and evaluate plain yeast rolls.
______8. Prepare and evaluate basic sweet rolls.
______9. ______________________________

______ Written Test Score

Unit 17: Desserts

______1. Prepare and evaluate white cake.
______2. Prepare and evaluate fudge cake.
______3. Prepare and evaluate angel food cake.
______4. Prepare and evaluate boiled icing.
______5. Prepare and evaluate butterscotch cookies.
______6. Prepare and evaluate brownies.
______7. Prepare and evaluate chocolate chip cookies.
______8. Prepare and evaluate sugar cookies.
______9. Prepare pie crust.
______10. Prepare and evaluate fruit pie.
______11. Prepare meringue topping.
______12. Prepare and evaluate cream pie.
______13. Prepare and evaluate custard pie.
______14. Prepare custard filling.
______15. Prepare and evaluate cream puffs.
______16. ____

______ Written Test Score

Unit 18: Breakfast Cookery

______1. Prepare scrambled eggs.
______2. Prepare fried eggs.
______3. Prepare simmered eggs.
______4. Prepare poached eggs.
______5. Prepare an omelet.
______6. Prepare pancakes.
______7. Prepare hash brown potatoes.
______8. Prepare blanched link sausage.
______9. Prepare blanched bacon.
______10. ____

______ Written Test Score

Unit 19: Beverages

______1. Prepare and evaluate iced tea.
______2. Prepare cocoa.
______3. Prepare foundation punch.
______4. ____

______ Written Test Score

Unit 20: Menu Planning and Costing

______1. Correct menu flaws.
______2. Determine recipe costs and menu prices.
______3. ____

______ Written Test Score

COMMENTS:

Evaluator: Date:

* **Permission to duplicate this profile is granted.**

Food Production, Management, and Services: Production

Instructional/Task Analysis

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 1: Orientation

1. Terms and definitions
2. Personal hygiene habits
3. Human relations qualifications
4. Advantages and disadvantages of working in a production area
5. Levels of production jobs
6. Analyze a food service production job
7. Wash hands

Unit 2: Kitchen Safety and Sanitation

1. Terms and definitions
2. Fire safety precautions
3. Procedures to follow in case of a fire
4. Cardinal rules of safety
5. Kitchen safety precautions
6. Types of food contamination
7. Causes of food-borne illnesses and food contamination
8. Complete a safety checklist
9. Conduct a sanitation inspection
10. Taste food in a sanitary manner

Unit 3: Use and Care of Hand Tools and Utensils

1. Knives and sharpening tools
2. Parts of a knife
3. Parts of a steel
4. Rules to follow when sharpening knives

Related Information: What the Student Should Know

5. Care of knives
6. Knife safety practices
7. Baking tools and utensils
8. Cooking tools and utensils
9. Food preparation tools and utensils
10. Food handling tools and utensils
11. Measuring and weighing tools and utensils
12. Rules to observe in the use and care of hand tools and utensils

Application: What the Student Should Be Able to Do

13. Compare accuracy of methods of measuring
14. Use a steel
15. Sharpen a French knife
16. Weigh a dry ingredient using baker's scales
17. Weigh a liquid ingredient using portion scales
18. Measure small amounts of dry and liquid ingredients
19. Measure a liquid ingredient

Unit 4: Use and Care of Equipment

1. Types of equipment
2. Food contact surfaces that must be sanitized just prior to use
3. General operating procedures
4. Safety requirements for equipment

5. Operate a doughnut machine
6. Clean a doughnut machine
7. Operate a dish machine
8. Clean a dish machine
9. Operate a waste disposer
10. Operate a mixer
11. Clean a mixer
12. Operate a slicer
13. Clean a slicer
14. Operate a vertical cutter mixer
15. Clean a vertical cutter mixer
16. Operate a food chopper
17. Clean a food chopper
18. Operate a deep fat fryer

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
	19. Clean a gas deep fat fryer
	20. Clean an electric deep fat fryer
	21. Operate a tilting brazier
	22. Clean a tilting brazier
	23. Operate a steamer
	24. Clean a steamer
	25. Operate a steam jacketed kettle
	26. Clean a steam jacketed kettle
	27. Operate a meat tenderizer
	28. Clean a meat tenderizer
	29. Use a steam table
	30. Clean a steam table
	31. Operate a conventional oven
	32. Clean a conventional oven
	33. Operate a convection oven
	34. Clean a convection oven
	35. Operate a microwave oven
	36. Clean a microwave oven
	37. Operate a rotary toaster
	38. Clean a rotary toaster
	39. Operate coffee equipment
	40. Clean an urn coffee maker
	41. Operate a range
	42. Clean a range

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
	43. Operate a broiler
	44. Clean a broiler
	45. Operate a grill
	46. Clean a grill
	47. Use platform scales
	48. Clean a work table
	49. Clean a can opener
	50. Operate a blender
	51. Clean a blender
	52. Clean a milk dispenser
Unit 5: Standard Recipe Use	
1. Terms and definitions	
2. Reasons for using a standardized recipe	
3. Contents of a standard recipe	
4. Steps to follow when using a standard recipe	
5. Abbreviations of weights and measures	
6. Equivalents of weights and measures	
7. Common can sizes and their equivalents	
8. Reasons for accurate weighing and measuring	
9. Reasons for substitutions in standard recipes	

Related Information: What the Student Should Know

10. Reasons for using a conversion table when adjusting standard recipes
11. Adjusting yield on a standard recipe
12. Reasons for checking recipe calculations
13. Procedures for assembling supplies
14. Ways to coordinate use of needed equipment
15. Steps for organizing work
16. Methods of work simplification
17. Guidelines for timing food preparation

Application: What the Student Should Be Able to Do

18. Convert weights and measures using a conversion table
19. Reduce a recipe
20. Increase a recipe
21. Analyze a work situation

Unit 6: Food Quality, Receiving, and Storage

1. Terms and definitions
2. Federal stamps that relate to food quality
3. Labeling requirements for food products
4. Tests used to determine quality of food
5. Information to specify when ordering food
6. Procedures for receiving food
7. Dry storage requirements
8. Types of dry storeroom contents
9. Storage requirements for insecticides, rodenticides, and caustic cleaning agents
10. Rules of storeroom management

Related Information: What the Student Should Know

11. Duties of storeroom personnel
12. Refrigerated storage requirements
13. General practices and procedures for refrigerated storage
14. Frozen storage requirements
15. Purpose of a storeroom food requisition

Application: What the Student Should Be Able to Do

16. Arrange food products using FIFO rotation system
17. Record observations of food handling and storage
18. Complete a food requisition form

Unit 7: Seasoning

1. Terms and definitions
2. Forms in which seasonings may be available
3. Guidelines for the use of seasonings
4. How and when to add seasonings
5. Techniques for seasoning uncooked foods
6. Considerations for purchasing seasonings
7. Considerations for storing seasonings

8. Analyze the quality of spices and flavorings

Unit 8: Salads, Fruits, and Salad Dressings

1. Terms and definitions
2. Types of salads
3. Basic parts of a salad
4. Preparation and storage of salad greens
5. Handling and storing fruits and vegetables
6. General suggestions for making salads

Related Information: What the Student Should Know

7. Factors which may affect gelatins
8. Methods of serving salads
9. Characteristics of a quality salad
10. Basic types of salad dressings
11. Factors to consider in the selection of salad dressings
12. Merchandising methods
13. Steps for setting up a salad bar
14. Ways to maintain a salad bar
15. Steps in breaking down and cleaning a salad bar

Application: What the Student Should Be Able to Do

16. Prepare and evaluate basic French dressing
17. Prepare and evaluate emulsified French dressing
18. Prepare and evaluate mayonnaise
19. Prepare and evaluate Thousand Island dressing
20. Prepare and evaluate boiled dressing
21. Prepare and evaluate a garden salad
22. Prepare and evaluate a chef's salad
23. Prepare and evaluate coleslaw
24. Prepare and evaluate blackstone salad
25. Prepare and evaluate jellied bing cherry salad
26. Prepare and evaluate potato salad
27. Prepare and evaluate frozen fruit salad
28. Prepare and evaluate chicken salad

Unit 9: Sandwiches, Hors D'Oeuvres, and Garnishes

1. Terms and definitions
2. Types of hot and cold sandwiches
3. Basic sandwich ingredients
4. Types of equipment, hand tools, and utensils used to make sandwiches
5. Cold sandwich wrapping
6. Sandwich storage

Related Information: What the Student Should Know

7. Standards of quality for sandwiches
8. Types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches
9. Factors related to garnishes
10. Basic edible ingredients used as garnishes
11. Techniques for adding designs and forms
12. Standards of quality for garnishes

Application: What the Student Should Be Able to Do

13. Prepare and evaluate a chicken salad sandwich
14. Prepare and evaluate a submarine sandwich
15. Prepare and evaluate a Reuben sandwich
16. Prepare and evaluate a Monte Cristo sandwich
17. Prepare and evaluate a club sandwich
18. Cut and set up a club sandwich
19. Prepare a tomato rose garnish
20. Carve a radish bud garnish
21. Prepare an apple bird garnish

Unit 10: Stocks, Soups, and Sauces

1. Terms and definitions
2. Types and uses of stock
3. Maintaining the quality of stock
4. Convenience stock bases
5. Types of soups
6. Standards of quàlity for soup
7. Ways to serve soup
8. Convenience soups
9. Purposes of sauces and gravies
10. Ways of classifying sauces
11. Leading sauces
12. Thickening agents for sauces
13. Standards of quality for sauces
14. Factors related to convenience sauces

15. Evaluate a convenience soup
16. Evaluate a convenience sauce
17. Prepare chicken stock
18. Prepare beef stock
19. Prepare and evaluate French onion soup
20. Prepare and evaluate cream of tomato soup
21. Prepare and evaluate vichyssoise
22. Prepare and evaluate minestrone soup
23. Prepare and evaluate espagnole sauce
24. Prepare and evaluate bechamel sauce

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

25. Prepare and evaluate tomato sauce
26. Prepare and evaluate basic velouté sauce
27. Prepare and evaluate hollandaise sauce
28. Prepare and evaluate cocktail sauce
29. Prepare and evaluate lemon sauce
30. Prepare and evaluate pan gravy

Unit 11: Meat Identification

1. Terms and definitions
2. Meat inspection and grading stamps
3. Primal cuts of beef
4. Wholesale cuts of beef
5. Retail cuts of beef
6. Quality grades of beef
7. Market forms of beef
8. Portion weight specifications
9. Wholesale cuts of pork

10. Identify primal cuts of beef and their sources
11. Identify wholesale and retail cuts of beef
12. Complete a chart of retail cuts of beef and their identifying bones
13. Identify wholesale and retail cuts of pork

Unit 12: Meat Cookery

1. Terms and definitions
2. Storage practices for meat
3. Reasons for avoiding shrinkage
4. Meat cooking methods
5. Factors which affect cooking time of meat
6. Procedures for meat cookery

Related Information: What the Student Should Know

7. Ways to check for degree of doneness
8. Common tenderizing methods
9. Types of variety meats
10. Factors affecting the cooking of beef
11. Factors affecting the cooking of pork
12. Factors affecting meat carving
13. Carving techniques

Application: What the Student Should Be Able to Do

14. Prepare and compare broiled beef patties
15. Prepare a beef roast
16. Prepare Swiss steak
17. Prepare beef stew
18. Prepare spaghetti with meat sauce
19. Prepare stuffed peppers
20. Prepare chicken fried steak
21. Prepare pork chops

Unit 13: Poultry and Fish

1. Terms and definitions
2. Types of poultry
3. Market forms of poultry
4. Proper practices for storing poultry
5. Preparation procedures for poultry
6. Methods of dry and moist cooking
7. Factors affecting methods of poultry cooking
8. Market forms of finfish
9. Market forms of types of shellfish
10. Factors affecting selection, storage, and use of fish
11. Classifications of fish by fat content
12. Principles of cooking fish
13. Common methods of cooking fish

14. Cut up a whole chicken
15. Prepare and evaluate deep fat fried chicken
16. Prepare a roast turkey
17. Prepare baked fish fillets
18. Prepare deep fried butterfly shrimp

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 14: Vegetables, Fruits, Pasta, and Rice

1. Terms and definitions
2. Market forms of vegetables
3. Methods of preparing vegetables for cooking
4. Methods of cooking vegetables
5. Basic guidelines for vegetable production
6. Standards of quality for cooked vegetables
7. Ways to prepare fruit
8. Common uses of fruit
9. Common types of pasta
10. Procedures for handling and storing pasta
11. Standards of quality for pasta
12. Types of rice
13. Market forms of rice
14. Factors to consider when preparing rice

15. Prepare macaroni
16. Prepare macaroni and cheese
17. Prepare rice
18. Prepare Spanish rice

Unit 15: Cheese and Eggs

1. Main classes of cheese
2. Common cheese textures
3. Proper handling of cheese
4. Uses of cheese
5. Types of foods using cheese as a main ingredient

Related Information: What the Student Should Know

6. Principles of cheese cookery
7. Uses of eggs
8. Common egg dishes
9. Market forms of eggs
10. Storing and thawing frozen eggs
11. Storing and reconstituting dried eggs
12. Storing and separating fresh eggs

Application: What the Student Should Be Able to Do

13. Prepare cheese balls
14. Prepare Welsh rarebit
15. Prepare deviled eggs
16. Prepare quiche

Unit 16: Quick Breads and Yeast Products

1. Terms and definitions
2. Main bread ingredients and their functions
3. Common types of quick breads
4. Common types of yeast breads
5. Shapes of yeast or dinner rolls
6. Steps for using yeast
7. Factors influencing the quality of baked products
8. Standards of quality for quick breads and yeast products

9. Prepare and evaluate plain muffins
10. Prepare and evaluate baking powder biscuits
11. Prepare and evaluate banana nut bread
12. Prepare and evaluate corn bread
13. Prepare and evaluate cake doughnuts
14. Prepare and evaluate white bread
15. Prepare and evaluate plain yeast rolls
16. Prepare and evaluate basic sweet rolls

Unit 17: Desserts

1. Terms and definitions
2. Types of cakes
3. Preparing cake batter
4. Preparing cakes

Related Information: What the Student Should Know

5. Standards of quality for cakes containing fat
6. Standards of quality for cakes without fat
7. Common types of icing
8. Procedures for icing
9. Standards of quality for icings
10. Common types of cookies
11. General rules for cookie preparation
12. Standards of quality for cookies
13. Preparing pie shells
14. Standards of quality for pie shells
15. Common types of pie fillings
16. Common ways to top pies
17. Standards of quality for pie fillings and toppings
18. Preparing puff pastry
19. Preparing turnovers
20. Methods of preparing choux paste products

Application: What the Student Should Be Able to Do

21. Prepare and evaluate white cake
22. Prepare and evaluate fudge cake
23. Prepare and evaluate angel food cake
24. Prepare and evaluate boiled icing
25. Prepare and evaluate butterscotch cookies
26. Prepare and evaluate brownies
27. Prepare and evaluate chocolate chip cookies
28. Prepare and evaluate sugar cookies
29. Prepare pie crust
30. Prepare and evaluate fruit pie
31. Prepare meringue topping
32. Prepare and evaluate cream pie
33. Prepare and evaluate custard pie
34. Prepare custard filling
35. Prepare and evaluate cream puffs

Unit 18: Breakfast Cookery

1. Terms and definitions
2. Features unique to the breakfast meal
3. Continental breakfast
4. Common breakfast foods
5. Steps in preparing to serve breakfast
6. Common condiments

7. Prepare scrambled eggs
8. Prepare fried eggs
9. Prepare simmered eggs
10. Prepare poached eggs
11. Prepare an omelet
12. Prepare pancakes
13. Prepare hash brown potatoes
14. Prepare blanched link sausage
15. Prepare blanched bacon

Related Information: What the Student Should Know

Application: What the Student Should Be Able to Do

Unit 19: Beverages

1. Terms and definitions
2. Factors affecting coffee quality
3. Standards of quality for coffee
4. Factors affecting tea quality
5. Standards of quality for tea
6. Common beverages
7. Convenience beverages
8. Reconstituting convenience beverages
9. Prepare and evaluate iced tea
10. Prepare cocoa
11. Prepare foundation punch

Unit 20: Menu Planning and Costing

1. Terms and definitions
2. Goals of menu planning
3. Reasons nutrition is important in menu planning
4. Nutritional responsibilities of a menu planner
5. Factors related to customers in menu planning
6. Management considerations in menu planning
7. Qualities of a good menu format
8. Methods for giving a menu variety
9. Guidelines for planning menus
10. Terms related to costing
11. Reasons for costing recipes
12. Items included in the cost of a meal
13. Costing recipes
14. Calculating menu price
15. Correct menu flaws
16. Determine recipe costs and menu prices

Related Academic and Workplace Skills
For *Food Production, Management, and Services: Production*

Task	Skill Group	Sub Skill	Description
Unit 1: Orientation			
Analyze a food service production job (A.S. 1)	Foundation Skills	Writing	Presents answers/conclusions in a clear and understandable form; writes/prints legibly
	Communication Skills	Listening	Listens for content
Wash hands (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; applies technical words that pertain to subject; follows written directions
		Science	Observes health code—sanitation requirements
Unit 2: Kitchen Safety and Sanitation			
Complete a safety checklist (A.S. 1)	Foundation Skills	Reading	Applies information to new situations; follows written directions
		Writing	Completes form accurately—checklist; presents answers in a clear and understandable form; writes/prints legibly
	Adaptability Skills	Problem solving	Draws conclusions from observations and gives possible solutions
Conduct a sanitation inspection (A.S. 2)	Foundation Skills	Science	Applies principles and concepts of biology—human infections from bacteria
	Adaptability Skills	Problem solving	Draws conclusions from observations
Taste food in a sanitary manner (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; follows written directions
		Science	Observes health code—sanitation requirements
Unit 3: Use and Care of Hand Tools and Utensils			
Compare accuracy of methods of measuring (A.S. 1)	Foundation Skills	Reading	Follows written directions
		Writing	Presents answers/conclusions in a clear and understandable form; writes/prints legibly

Task	Skill Group	Sub Skill	Description
		Math	Makes precision measurements using a scale
	Adaptability Skills	Problem solving	Draws conclusions from observations
Use a steel (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; follows written directions
Sharpen a French knife (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; follows written directions
Weigh a dry ingredient using baker's scales (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; follows written directions
		Math	Makes precision measurements using a baker's scale
Weigh a liquid ingredient using portion scales (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; follows written directions
		Math	Makes precision measurements using a portion scale
Measure small amounts of dry and liquid ingredients (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; follows written directions
		Math	Takes measurements using common measuring devices
Measure a liquid ingredient (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; follows written directions
		Math	Takes measurements using common measuring devices

Unit 4: Use and Care of Equipment

Operate a doughnut machine (J.S. 1)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
Clean a doughnut machine (J.S. 2)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a dish machine (J.S. 3)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
		Science	Observe sanitation requirements
Clean a dish machine (J.S. 4)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a waste disposer (J.S. 5)	Foundation Skills	Reading	Reads and follows instructions to operate equipment

Task	Skill Group	Sub Skill	Description
Operate a mixer (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a mixer (J.S. 7)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a slicer (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a slicer (J.S. 9)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements
Operate a vertical cutter mixer (J.S. 10)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
		Science	Observes sanitation requirements
Clean a vertical cutter mixer (J.S. 11)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements
Operate a food chopper (J.S. 12)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
		Science	Observes sanitation requirements
Clean a food chopper (J.S. 13)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements
Operate a deep fat fryer (J.S. 14)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
		Science	Observes sanitation requirements
Clean a gas deep fat fryer (J.S. 15)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements

Task	Skill Group	Sub Skill	Description
Clean an electric deep fat fryer (J.S. 16)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
		Science	Observes sanitation requirements
Operate a tilting brazier (J.S. 17)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Clean a tilting brazier (J.S. 18)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Operate a steamer (J.S. 19)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Clean a steamer (J.S. 20)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Operate a steam jacketed kettle (J.S. 21)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Clean a steam jacketed kettle (J.S. 22)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Operate a meat tenderizer (J.S. 23)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
Clean a meat tenderizer (J.S. 24)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements
Use a steam table (J.S. 25)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
		Science	Observes sanitation requirements
Clean a steam table (J.S. 26)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a conventional oven (J.S. 27)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
Clean a conventional oven (J.S. 28)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a convection oven (J.S. 29)	Foundation Skills	Reading	Reads and follows instructions to operate equipment

Task	Skill Group	Sub Skill	Description
Clean a convection oven (J.S. 30)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a microwave oven (J.S. 31)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a microwave oven (J.S. 32)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a rotary toaster (J.S. 33)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a rotary toaster (J.S. 34)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate coffee equipment (J.S. 35)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean an urn coffee maker (J.S. 36)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a range (J.S. 37)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a range (J.S. 38)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a broiler (J.S. 39)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
Clean a broiler (J.S. 40)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a grill (J.S. 41)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a grill (J.S. 42)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Use platform scales (J.S. 43)	Foundation Skills	Reading	Reads and follows instructions to operate equipment
		Math	Takes measurements using common measuring devices
Clean a work table (J.S. 44)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observes sanitation requirements

Task	Skill Group	Sub Skill	Description
Clean a can opener (J.S. 45)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Operate a blender (J.S. 46)	Foundation Skills	Reading	Applies information to job performance; reads and follows instructions to operate equipment
Clean a blender (J.S. 47)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
Clean a milk dispenser (J.S. 48)	Foundation Skills	Reading	Uses appropriate materials and techniques as specified
		Science	Observe health/sanitation requirements
Unit 5: Standard Recipe Use			
Convert weights and measures using a conversion table (A.S. 1)	Foundation Skills	Reading	Uses table to obtain factual information; follows written directions
		Math	Converts different units of measurement
Reduce a recipe (A.S. 2)	Foundation Skills	Math	Applies principles of subtraction to work situation; calculates units of measurement
Increase a recipe (A.S. 3)	Foundation Skills	Math	Applies principles of addition to work situation; calculates units of measurement
Analyze a work situation (A.S. 4)	Foundation Skills	Reading	Follows written directions
		Writing	Presents answers/conclusions in a clear and understandable form
	Communication Skills	Oral Communications	Communicates a thought, idea, or fact in spoken form
		Listening	Listens for conversation
	Adaptability Skills	Problem solving	Draws conclusions from observations and evaluates conditions and gives possible solutions
Unit 6: Food Quality, Receiving, and Storage			
Arrange food products using FIFO rotation system (A.S. 1)	Foundation Skills	Reading	Applies information and concepts derived from printed materials; follows written directions
	Adaptability Skills	Problem solving	Applies knowledge to implement work-related system or practice

Task	Skill Group	Sub Skill	Description
Record observations of food handling and storage (A.S. 2)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Writing	Presents own opinion in written form in a clear, concise manner
	Adaptability Skills	Creative thinking	Forms opinions in dealing with existing problems/situations
Complete a food requisition form (A.S. 3)	Foundation Skills	Reading	Determines what information is needed; follows written directions
		Writing	Completes form accurately; writes/prints legibly

Unit 7: Seasoning

Task	Skill Group	Sub Skill	Description
Analyze the quality of spices and flavorings (J.S. 1)	Foundation Skills	Reading	Applies information and concepts derived from printed material; follows written directions
		Writing	Completes form accurately; writes/prints legibly
	Adaptability Skills	Problem solving	Demonstrates logical reasoning in reaching a conclusion

Unit 8: Salads, Fruits, and Salad Dressings

Task	Skill Group	Sub Skill	Description
Prepare and evaluate basic French dressing (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate emulsified French dressing (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form

Task	Skill Group	Sub Skill	Description
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate mayonnaise (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate Thousand Island dressing (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate boiled dressing (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition

Task	Skill Group	Sub Skill	Description
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a garden salad (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a chef's salad (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate coleslaw (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions

Task	Skill Group	Sub Skill	Description
Prepare and evaluate blackstone salad (J.S. 9)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate jellied bing cherry salad (J.S. 10)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate potato salad (J.S. 11)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate frozen fruit salad (J.S. 12)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate chicken salad (J.S. 13)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions

Unit 9: Sandwiches, Hors d'Oeuvres, and Garnishes

Task	Skill Group	Sub Skill	Description
Prepare and evaluate a chicken salad sandwich (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculate total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a submarine sandwich (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements

Task	Skill Group	Sub Skill	Description
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculate total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a Reuben sandwich (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculate total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a Monte Cristo sandwich (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculate total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate a club sandwich (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form

Task	Skill Group	Sub Skill	Description
		Math	Measures ingredients using common measuring devices; calculate total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Cut and set up a club sandwich (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare a tomato rose garnish (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
Carve a radish bud garnish (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
Prepare an apple bird garnish (J.S. 9)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Unit 10: Stocks, Soups, and Sauces

Task	Skill Group	Sub Skill	Description
Evaluate a convenience soup (A.S. 1)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Calculates total points using addition
	Communication Skills	Oral Communication	Communicates a thought, idea, or fact in spoken form
		Listening	Listens for conversation
	Adaptability Skills	Creative thinking	Forms opinions
Evaluate a convenience sauce (A.S. 2)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Calculates total points using addition

Task	Skill Group	Sub Skill	Description
	Communication Skills	Oral Communication	Communicates a thought, idea, or fact in spoken form
		Listening	Listens for conversation
	Adaptability Skills	Creative thinking	Forms opinions
Prepare chicken stock (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare beef stock (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare and evaluate French onion soup (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate cream of tomato soup (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions

Task	Skill Group	Sub Skill	Description
Prepare and evaluate vichyssoise (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate minestrone soup (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate espagnole sauce (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate bechamel sauce (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form

Task	Skill Group	Sub Skill	Description
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate tomato sauce (J.S. 9)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate basic veloute´ sauce (J.S. 10)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate hollandaise sauce (J.S. 11)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate cocktail sauce (J.S. 12)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate lemon sauce (J.S. 13)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate pan gravy (J.S. 14)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices
	Adaptability Skills	Creative thinking	Forms opinions

Unit 11: Meat Identification

Task	Skill Group	Sub Skill	Description
Identify primal cuts of beef and their sources (A.S. 1)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Science	Applies basic principles of animal science—meat identification
Identify wholesale and retail cuts of beef (A.S. 2)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; uses written resources to obtain factual information; follows written directions

Task	Skill Group	Sub Skill	Description
		Science	Applies basic principles of animal science—meat identification
Complete a chart of retail cuts of beef and their identifying bones (A.S. 3)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Writing	Completes form accurately
		Science	Applies basic principles of animal science—meat identification
Identify wholesale and retail cuts of pork (A.S. 4)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; uses written resources to obtain factual information; follows written directions
		Science	Applies basic principles of animal science—meat identification
Unit 12: Meat Cookery			
Prepare and compare broiled beef patties (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
	Adaptability Skills	Creative thinking	Forms opinions
Prepare a beef roast (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare Swiss steak (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Task	Skill Group	Sub Skill	Description
Prepare beef stew (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare spaghetti with meat sauce (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare stuffed peppers (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare chicken fried steak (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare pork chops (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Unit 13: Poultry and Fish

Cut up a whole chicken (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/sanitation requirements
Prepare and evaluate deep fat fried chicken (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates total points using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare a roast turkey (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare baked fish fillets (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare deep fried butterfly shrimp (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Unit 14: Vegetables, Fruits, Pasta, and Rice

Task	Skill Group	Sub Skill	Description
Prepare macaroni (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare macaroni and cheese (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare rice (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare Spanish rice (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Unit 15: Cheese and Eggs

Task	Skill Group	Sub Skill	Description
Prepare cheese balls (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare Welsh rarebit (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Task	Skill Group	Sub Skill	Description
Prepare deviled eggs (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare quiche (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices

Unit 16: Quick Breads and Yeast Products

Task	Skill Group	Sub Skill	Description
Prepare and evaluate plain muffins (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate baking powder biscuits (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions

Task	Skill Group	Sub Skill	Description
Prepare and evaluate banana nut bread (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate corn bread (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate cake doughnuts (J S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate white bread (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements

Task	Skill Group	Sub Skill	Description
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate plain yeast rolls (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare and evaluate basic sweet rolls (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions

Unit 17: Desserts

Prepare and evaluate white cake (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form

Task	Skill Group	Sub Skill	Description
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate fudge cake (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate angel food cake (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate boiled icing (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate butterscotch cookies (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements

Task	Skill Group	Sub Skill	Description
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate brownies (J.S. 6)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate chocolate chip cookies (J.S. 7)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate sugar cookies (J.S. 8)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare pie crust (J.S. 9)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare and evaluate fruit pie (J.S. 10)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare meringue topping (J.S. 11)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare and evaluate cream pie (J.S. 12)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare and evaluate custard pie (J.S. 13)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form

Task	Skill Group	Sub Skill	Description
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Prepare custard filling (J.S. 14)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare and evaluate cream puffs (J.S. 15)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
Unit 18: Breakfast Cookery			
Prepare scrambled eggs (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare fried eggs (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare simmered eggs (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements

Task	Skill Group	Sub Skill	Description
Prepare poached eggs (J.S. 4)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare an omelet (J.S. 5)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare pancakes (J.S. 6)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare hash brown potatoes (J.S. 7)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare blanched link sausage (J.S. 8)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
Prepare blanched bacon (J.S. 9)	Foundation Skills	Math	Measures ingredients using common measuring devices
		Reading	Applies information to job performance; uses appropriate materials and techniques as specified

Task	Skill Group	Sub Skill	Description
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Unit 19: Beverages			
Prepare and evaluate iced tea (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Writing	Presents answers/conclusions in a clear and understandable form
		Math	Measures ingredients using common measuring devices; calculates totals using addition
	Adaptability Skills	Creative thinking	Forms opinions
Prepare cocoa (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Prepare foundation punch (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code/ sanitation requirements
		Math	Measures ingredients using common measuring devices
Unit 20: Menu Planning and Costing			
Correct menu flaws (A.S. 1)	Foundation Skills	Reading	Analyzes and applies what has been read to specific task; follows written directions
		Writing	Presents answers/conclusions in a clear and understandable form; write/prints legibly

Task	Skill Group	Sub Skill	Description
		Science	Applies principles and concepts of biology—food groups, body maintenance; applies principles and concepts of chemistry—chemical processes
	Adaptability Skills	Problem solving	Demonstrates logical reasoning in reaching a conclusion
Determine recipe costs and menu prices (A.S. 2)	Foundation Skills	Math	Applies addition, subtraction, multiplication, and division to work situation; calculates percentages; calculates dollar amounts; uses calculator to determine cost and prices

Tools, Equipment, and Materials List

Agitator
Automatic drip coffee pot
Bakers' scale
Baking pan
Blender
Boning knife
Broiler
Cake pans, 9"
Can opener
Cheesecloth
China cap
Clean cloth
Clean insert
Coffee basket
Colander
Container
Convection oven
Conventional oven
Cookie press
Cooking dish
Correct blade assembly
Cutting board
Deep fat fryer
Disher, Nos. 10, 20, 24, 30, and 60
Dish machine
Double boiler
Dough hook
Doughnut machine
Egg skillet
Filter cone and holder
Flat beater
Food chopper
Food mill
Food pan
Food processor
French knife
Frilled toothpicks
Fryer baskets
Fryolator
Garnish
Gauge brush
Gong brush
Grater
Grill
Grill brick or screen
Half pans
Ingredient scoop

Kitchen fork
Kitchen spoon
Knife
Ladle, 2 oz.
Loaf pans
Long handled metal scraper
Long hotel pans
Long perforated pan inserts
Meat saw
Meat tenderizer
Meat thermometer
Microwave oven
Milk dispenser
Mixer
Mixing baffle
Mixing bowl
Mixing utensils
Muffin tins
Paring knife
Pastry bag with star tip
Pastry brush
Pastry knife
Pie pans, 8″
Platform scale
Portion scale
Poultry shears
Proof box
Range
Recipe book
Roasting pan
Rotary toaster
Salad bowl
Sandwich spatula
Sauté pan
Scale remover
Scouring pad
Scraper
Service plate
Serving pan with perforated insert
Set of measuring spoons
Sharpening stone
Sheet pan
Shortening container
Shortening filter machine
Shredder
Shrimp peeler
Single service spoons
Skillet
Skimmer
Slicer
Slotted spatula
Small stiff bristled brush

Spatula
Splash guard
Spray attachment
Squeegee
Stainless steel container
Steamer
Steam jacketed kettle
Steam table
Steel
Stock pot
Sturdy work table
Tilting brazier
Tongs
Transparent measuring cup
Tube cake pans
Urn coffee pot
Vacuum coffee pot
Vegetable cutter mixer
Waste disposer
Wire whip

Food Production, Management, and Services: Production

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Glossary

A la carte — Foods on the menu which are listed and priced separately

Accompaniment — A food, such as coleslaw or french fries, that is eaten along with a sandwich

Adjusting — Changing or altering to fit what is needed

Aging — Natural tenderizing and flavoring of meat acquired by standing undisturbed for some time

AP — As purchased amounts by weight or measure

Attitude — Determines what one does and affects one's manner of behavior

Au gratin — Covered with a cheese sauce and bread crumbs and baked in the oven

Au jus — Served in unthickened pan gravy

Bacteria — Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

Barbecue — To baste meat from time to time with a highly seasoned sauce as it cooks by direct heat over coals, in an oven, or under a broiler

Bases — Soluble concentrates of chicken, beef, or other extracts to which tomato, spices, or other ingredients may have been added

Basic four food groups — Guide that separates food into categories to aid in planning nutritious meals

Baste — To spoon liquid over food as it cooks; the liquid may be drippings of the food

Batter — An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

Béarnaise sauce — A small sauce made by substituting a cooked mixture of tarragon vinegar, shallots, and peppercorns for lemon juice in the leading sauce, hollandaise

Béchamel — A leading sauce made with cream or milk and roux

Biscuits — Small, usually round forms of quick bread often made with baking powder as a source of leavening

Blanch — To briefly boil or steam, making the skins of fruits and nut meats easy to remove, or to partially cook by simmering in water

Blemishes — Dark spots found on fresh vegetables and fruits

Blend — Two or more seasonings added together

Boil — To cook in water or other liquid that has been heated until bubbles rise continuously and break on the surface

Boiled — An inaccurate term sometimes used to describe eggs that are cooked in their shells

Border — A design applied around the edge of a cake at the top or bottom

Bread — To roll in bread or cracker crumbs prior to cooking

Breading — Dipping foods into flour, egg wash and bread crumbs before cooking

Break — To divide lettuce or other salad greens into large pieces

Broil — To cook by exposure to direct heat on a grill or live coals

Broiler-fryers — The youngest and tenderest chickens, weighing from 1½ and 3½ pounds

Brown — To make food become brown by roasting, baking, frying, or broiling

Brunch — A late breakfast, an early lunch, or a combination of the two

Caffeine — Stimulant contained in coffee

Cartilage — Tough, elastic connective tissue

Cavity — The space inside the body of poultry

Celsius — Metric temperature scale related to Fahrenheit by the formula: $5 \div 9\ (^\circ\text{Fahrenheit} - 32^\circ) = {}^\circ\text{Celsius}$

Checkerboard — A type of tea sandwich that appears to be made of many small squares of alternating colors of bread

Chill — To place in the refrigerator until cooled to temperatures between 33° and 40° Fahrenheit

Chocolate milk — Chocolate flavored beverage made from whole milk

Chocolate squares — Roasted cocoa beans ground into a fine powder and pressed into cakes, usually with sugar

Chop — To cut into random pieces with a sharp knife

Choux paste — A smooth mixture made by cooking flour, shortening, and water together and then adding eggs

Clarify — To make stock clear by removing suspended particles

Clean — Free of visible soil

Closed sandwich — A sandwich with a bread layer on both top and bottom

Coagulated — Changed from a liquid to a thickened state

Cocoa — Powdered chocolate from which about half the fat has been removed

Coffee — Brewed drink made from ground roasted coffee beans

Communication — Giving and receiving information effectively

Compressed yeast — A moist form of yeast that must be dissolved in liquid before being used to make bread dough

Condiment — Something used by the customer to enhance the flavor of food

Consistency — The degree of density of a mixture; its thickness or thinness

Consomme´ — A clear soup made from clarified stock

Contamination — The presence of harmful substances or organisms that make food unfit for use

Convert — To change or exchange for something equal in value

Core — To remove the inedible center portions of apples, pears, or pineapples

Cornucopia — A tea sandwich with a base of rolled bread formed into a cone shape

Cost of recipe — Total cost of all items in a recipe

Country style — Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan

Covering — Fat on the outside of meat

Cream pudding — A basic cornstarch pudding enriched by the addition of eggs

Cream puff — A ball-shaped choux paste product consisting of a crisp outer shell filled with whipped cream or a cream filling

Creaming — Method of mixing fat and sugar that adds air to the mixture and helps make the product light and fluffy

Creole sauce — A small sauce made by adding onions, green peppers, celery, and hot spices to the leading sauce, tomato

Crust — The part of a pie made from dough

Cube — To cut into square pieces of uniform size

Custard — A milk-based dessert that is thickened entirely by eggs

Cut — To divide food into small pieces

Cycle menus — Menus which are planned for a period of one, two, three, four, or five weeks, then used again

Decaffeinated coffee — Coffee made from beans which have had the caffeine extracted

Decker sandwich — A sandwich made with three slices of bread or toast and two layers of filling

Deep fat fry — To cook in deep fat

Deglaze — To add liquid to a pan to dissolve the crusted drippings left in the pan after meats have been cooked

Delicate — Tender and likely to break easily

Demitasse — Small cup of black coffee served after dinner

Dessert — A food item, usually sweet, that is served after a meal

Dice — To cut into small cubes, usually less than ½ inch square

Diet — Food and drink consumed each day

Dilute — To lessen the strength, thickness, or flavor of a mixture, usually done by adding water

Dissolve — To combine or mix a solid ingredient with a liquid until a solution is formed

Dough — An unbaked mixture of ingredients which is thick enough to be rolled out or kneaded

Dough hook — A mixer attachment used for machine kneading of bread dough

Drain — To pour off fat, liquid, or drippings from a food

Dredge — To sprinkle or coat with flour or other fine substance

Dressing — Stuffing

Drippings — The fat or juice which comes out of meat during the cooking process

Dry filling — A filling such as lunch meat or cheese

Dry storage — Storage area for non-perishable food and non-food items

Dry yeast — A granular form of yeast that may be combined with other dry ingredients for mixing into bread dough

Eclair — A choux paste product consisting of a cylindrical shell filled with pastry cream and often covered with chocolate icing

Egg wash — A mixture of one cup milk to one egg

Eggs Benedict — A special dish in which a toasted English muffin half is topped with canadian bacon, a poached egg, and hollandaise sauce

Eggs over easy — Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side

Emulsifying agent — A product that when added to an emulsion prevents separation, thus keeping the oil in permanent suspension

Emulsion — A mixture in which oil particles are held in suspension in their associated liquids

Entree — Main course of a meal

EP — Edible portion by weight or measure

Equivalent — Equal in quantity or value

Espagnole — A leading brown sauce made with mirepoix, roux, and brown stock

Extender — Cereal or starch product added to meat to extend flavor, texture, or quantity

Extension price — Price of the amount used in a recipe

Extract — Natural derivative of a plant, tree, or shrub used to flavor foods

Fahrenheit — A temperature scale related to Celsius by the formula: 9 ÷ 5 (°Celsius +32°) = °Fahrenheit

Farinaceous — Rich in starch

Federal Grading Stamp — Label placed on meat to designate the quality of the product

Federal Inspection Stamp — Label placed on meat to designate that a product is wholesome and fit for human consumption

FIFO policy — First in, first out; food received first should be used first

Fillet — A piece of fish or meat from which the bone has been removed

Filling — A flavorful mixture placed in or under a pie crust

Flake — To break into small bits by using a fork, being careful not to mash the pieces

Flavoring — Artificial or synthetic product used to replace a natural extract due to demand and limited supply

Fluid ounce — A liquid measure of one ounce

Food adjuncts — Flavorings, salts, spices, herbs, condiments, vinegar, and concentrates which add zest, flavor, and interest to a product

Food grade plastic containers — Containers made from plastics that are free from harmful substances; used for storing foods

Format — General makeup or arrangement of the menu

Fowl — Any bird, especially an older chicken weighing from 4 to 6 pounds

Fraction — A quantity less than a whole

French toast — Bread dipped in a mixture of egg and milk, then sautéed or fried

Fricassee — To cook by stewing; usually applied to fowl, rabbit, or veal cut into pieces

Frills — Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

Frozen concentrate — Frozen drink product which has had part of the water removed

Fry — To cook in fat on a surface burner

Frying — A method of egg cookery in which eggs are removed from the shells and cooked in a small amount of fat

Fumet — Fish stock

Garnish (n.) — Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

Garnish (v.) — To add an edible decoration to a food or plate of food to make it more attractive

Gelatin — A product often used to thicken chilled desserts

Glaze — To coat with sweet liquid of medium consistency

Gluten — An elastic substance that is formed when flour and water are mixed and manipulated, and that gives baked products their structural strength

Grate — To form tiny flakes by rubbing food with pressure against a grater

Gravy — A flavored liquid made from the juices left in the pan after meats have been cooked

Grill — To cook by direct heat

Grind — To reduce food to particles by cutting or crushing

Grits — A cereal product made from corn and often served in place of potatoes

Hard-cooked — An egg cooked until the yolk is completely coagulated

Hash browns — Boiled potatoes, diced or shredded and sautéed until they have a crisp golden brown crust

Herb — A plant or plant part valued for its medicinal, savory, or aromatic properties

Hollandaise — A leading sauce made with butter, egg yolks, and lemon juice

Home fries — Sliced, cooked potatoes sautéed to a golden brown

Hull — To remove the inedible outer covering of fruits or vegetables, usually by hand

Human relations — Getting along with people and learning to accept them as they are

Hygiene — Practices necessary for establishing and maintaining good health

Icing — A sweet mixture that has sugar as its main ingredient and that is used as a filling or coating for cakes and cookies

IMPS number — Institutional Meat Purchase Specification number; identifies a specific cut established by the National Association of Meat Packers for meat items in general usage

Increase — To make larger

Ingredients — Food, spices, and flavorings to be combined to produce a specific product

Insecticides — Chemicals that are used to kill insects

Item — Unit or separate thing

Julienne — To cut foods, such as potatoes, cheese, meats, or carrots into thin strips

Knead — To fold and press dough to force out gas

Leading sauce — One of the five basic sauces from which small sauces are made

Leavening — The action that produces gases that cause a batter to increase in volume

Leavening agent — A gas such as air, steam, or carbon dioxide which, when trapped in a dough or batter and heated, causes the product to increase in volume

Legumes — Dried vegetables of the bean and pea family

Liaison — A thickening agent made from cream and egg yolks

Loaf — A shaped or molded mass of bread

Marbling — Intermixture of fat and lean in a cut of meat

Marinade — Solution in which meat is soaked to enrich flavor and tenderize

Marinate — To let food stand in a savory sauce to enrich flavor or to tenderize

Market price — Price paid for an item

Market unit — Size of an item as it is purchased

Markup — Difference between the selling price and the raw food cost

Measure — To obtain a specific amount of food by volume

Melt — To liquify by heat

Menu price — Price charged to the customer

Meringue — A mixture of egg whites and sugar beaten until it has become stiff; often used to top pies

Method — The step by step directions in a recipe

Meuniere sauce — A butter sauce flavored with parsley and lemon juice

Mince — To cut or chop into very small pieces

Mirepoix — A mixture of roughly cut celery, carrots, and onions

Mis en place — Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

Mold — Plant borne by microscopic spores that can contaminate foods, especially baked goods, cheese, and meat, by growing on or in them

Monte Cristo — A deep-fat fried sandwich with a filling of turkey, ham, and cheese

Mornay sauce — A small sauce made by adding eggs and Parmesan cheese to the leading sauce, béchamel

Muffins — Small individual quick breads made from a batter and baked in a cup-shaped pan

Name — Product being prepared

Non-perishable — Foods which will keep almost indefinitely when correctly stored

Notes — Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate

Nutrient — Chemical compound essential to good health which is found in food

Nutrition — Study of foods and their relation to health

Omelet — An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

Opaque — Not able to be seen through

Open-faced sandwich — A sandwich on one slice of bread

Oven frying — A cooking method in which food is coated with flour and cooked in an oven with a small amount of oil

Paddle — A mixer attachment used to mix doughs and batters

Pan broil — To cook on hot frying pan or grill, pouring off fat as it accumulates

Pan coating — Mixture of cornstarch or flour and shortening used to coat cake pans

Pan fry — To cook in a small amount of fat

Panada — Paste of flour or bread crumbs and liquid

Pancake — A thin flat cake made of batter cooked on both sides, usually on a grill

Parboil — To boil until partially cooked

Parchment — A waterproof, grease-resistant paper

Pare — To cut off the outside covering with the aid of a knife

Particles — Small pieces of substances such as dust or glass that could contaminate food

Pasta — A shaped vegetable product usually made of wheat

Pastry — A baked food made of pie dough or paste dough

Pastry bag — A utensil used to apply fillings in decorative patterns

Pastry method — A mixing method in which the shortening is cut into the dry ingredients to help make the product flaky

Peel — To strip off the outside covering without using a knife

Per portion cost — Cost of each serving

Perishable — Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored

Personal hygiene — An individual's appearance and cleanliness that reflects the standards of cleanliness that na operation upholds

Pesticides — Chemicals that are used to kill rodents, insects, or other pests

Pie — A dessert consisting of a flavorful filling baked in a pan lined with pastry or topped with pastry or both

Pinwheel — A type of tea sandwich made by rolling up and slicing bread to which spread and filling have been applied

Piquant — Agreeably stimulating to the palate; savory

Pit — To remove the stone or seeds from fruit

Poach — To gently cook in a hot liquid using care to retain shape

Popovers — Puffed up individual quick breads that are leavened primarily by the natural action of steam

Portion — The number and size of servings

Posture — The alignment of the body when walking, standing, or sitting

Poultry — Birds that are bred and marketed for use as food

Pound — To beat meat with a mallet to break the connective tissue and make the meat more tender

Prebake — To bake a pie shell before the filling is added

Precautions — Measures that are taken beforehand to prevent some unwanted occurrence from taking place

Precook — To cook food ahead of time either partially or completely to permit speedy final cooking or reheating

Primal cut — One of four original cuts of meat from the forequarters and hindquarters of beef from which wholesale cuts are made

Proof — To raise a yeast dough by allowing it to stand in a warm, moist place

Proof box — A cabinet with temperature and humidity controls where yeast doughs are placed to rise

Pudding — A dessert made basically of milk, a thickener, sugar, and one of a variety of flavorings

Puff paste — A rich dough produced by layering butter or margarine between folds of dough and then rolling and folding the dough a set number of times

Pullman — A type of thin sliced bread usually used in making tea sandwiches

Punch — To press raised dough with your fist to force out extra gases trapped during the rising process

Pungent — Strong in flavor and aroma

Quality — The established proper characteristics of the product

Quality standards — Factors such as maturity, flavor, and texture that contribute to eating satisfaction

Quantity — The exact amount of ingredients needed

Quick breads — Varieties of bread products that are simple and quick to prepare, and that do not use yeast as a source of leavening action

Raft — A floating mass of ground beef, vegetables, and egg whites used to clarify stock

Recipe — A list of ingredients and instructions for preparing a certain product

Reduce — To lessen in any way, as in size, weight, or amount

Refrigerated storage — Storage area for perishable items with a temperature range from 32° to 40° Fahrenheit

Requisition — A written request for food items to be obtained from storage

Rest — To let dough set after punching, scaling, and rounding; allows gluten strands to relax for ease in rolling and cutting

Retail cut — Common cut of meat found in supermarkets or meat markets

Ribbon sandwich — A type of tea sandwich made with three layers of bread in two contrasting colors

Roast — To cook by dry heat, usually in an oven

Roaster — A young chicken that weighs from 3 to 5 pounds

Rock Cornish hen — A breed of chicken noted for its tenderness and white meat

Roux — A thickening agent made by cooking equal parts of flour and fat

Rusting — The formation of brown spots on salad greens due to improper handling and storage

Sachet bag — A cheesecloth bag containing herbs and spices used to flavor stock

Safety — Freedom from danger, harm, injury, or risk

Salad — Any cold dish of meat, poultry, fish, fruit, dairy products, or vegetables, served singly or in combination, usually with some form of dressing

Salad greens — Leafy parts of plants which may be used alone or in combination to form a green salad

Salts — Natural products which sometimes combine other flavorings with salt for specific purposes

Sandwich — A food that consists of layered bread, spread, and filling

Sanitary — Free of disease-causing organisms and other harmful substances

Sanitation — Practices that help keep the surroundings in a condition favorable to health

Sanitize — To remove or destroy contaminants

Sauce poulette — A small sauce made by adding saute´ed onions and mushrooms to the leading sauce, chicken velouté

Sauté — To brown quickly in a small amount of fat, turning often

Scald — To heat milk or cream to just below the boiling point

Scaling — Dividing dough into uniform weights and shapes

Scallop — To bake in a sauce, usually covered with crumbs

Score — To make shallow slits in the surface of foods

Scramble — To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked

Scrape — To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter

Sear — To seal the surface of meat by heating to high temperature for a short time

Season — To condition a cooking surface; also, to add spices or herbs

Seasoning — An ingredient added to food to enhance flavor, not disguise it

Shelf life — Amount of time you can reasonably expect a product to maintain its quality if proper storage procedures are followed

Shellfish — Aquatic animals that have bodies partially or completely covered with shells

Short orders — Food items that can be quickly prepared upon request

Shred — To cut into narrow strips with a knife or shredder

Shrinkage — Loss of weight due to cooking

Shuck — To remove the meat from shellfish

Simmer — To cook in a liquid at a temperature just below boiling (about 185°F); bubbles form slowly and break below the surface

Skim milk — Milk which contains almost no fat

Slice — To cut across into flat pieces

Small sauce — A sauce made by adding selected ingredients to one of the five leading sauces

Soft-cooked — An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid

Soft meringue — A meringue used as an airy topping or combined with other ingredients to add lightness to a product

Spices — Made from the root, flower, berry, or fruit of vegetation; usually add pungent flavor

Spread — A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

Standard — Measurement used to evaluate quality, weight, value, or quantity

Standard of identity — Defines what a food must include to be called by a particular name as established by the Food and Drug Administration

Standardized — Uniform; something that does not vary

Standardized recipe — A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time

Steam (n.) — The leavening agent for puff paste and choux paste products

Steam (v.) — To cook in the vapor of boiling water

Stew — To simmer in small amount of liquid of thick consistency

Stewing — A cooking method in which food is covered with liquid and then simmered

Stock — A liquid in which vegetables or the flesh and bones from meat, poultry, or fish have been cooked

Storeroom clerk — Person in charge of the storeroom

Storeroom receiving log — List of all foods received which can be found in the storeroom

Substitute — Something used in place of another item

Sunny side up — Eggs that are fried without being turned over

Tapioca — A starch-type ingredient sometimes used to thicken puddings

Tea — Drink brewed from dried leaves of the tea plant

Tea sandwiches — Small attractively decorated cold sandwiches

Teamwork — Getting the job done by working together toward a common goal

Tear — To separate salad greens into pieces

Temporary emulsion — Emulsion that separates soon after mixing

Tender — Easily cut or soft enough so that a fork can be stuck into it easily

Thaw — To allow frozen foods to reach an unfrozen state

Tomato sauce — A leading sauce with tomatoes as the main ingredient

Toss — To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits

Toxins — Poisons produced by living organisms

Track — A mark left by a spoon in the surface of a pudding or sauce that has cooked to the proper thickness

Turkey — A large type of poultry valued for its high yield of meat to bone

Turnover — A triangular-shaped variety of Danish pastry in which the filling is sealed inside the pastry covering

Unit — Size or quantity designation of goods as purchased

Unit price — Cost of a certain amount

Unmold — To loosen and remove from a container

Utensils — Tools or instruments needed to produce the recipe

Vegetable — Edible portion of a plant; may include stems, roots, leaves, fruits, or flowers

Veloute´ — A leading sauce made with roux and either chicken stock, veal stock, or fish stock

Vermin — Animals obnoxious to humans, especially small, numerous, hard-to-control animals such as rats, mice, and insects

Vinegar — A sour liquid used for seasoning and preserving food

Waffle — A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake

Waffle dropper — A device used to portion the correct amount of batter onto the surface of a waffle iron

Waffle iron — An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes

Wedge — A sandwich made on a large crusted roll with a filling consisting of a varied assortment of meats, cheeses, and vegetables

Weigh — To determine a specific amount of food by using scales

Wet filling — A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

Wholesale cut — Cut of meat sold to retail operations from which retail cuts are made

Yeast — A group of one-celled microscopic plants which produce the leavening agent, carbon dioxide, in many baked products; some kinds can contaminate foods, especially acid foods, by growing on or in them

Yield — The quantity or amount the recipe will produce

Yield grades — Indicate the percentage of usable meat from highest to lowest yield

Orientation
Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to recognize and practice good personal hygiene and human relations. The student should demonstrate these competencies by completing the assignment sheet and job sheet, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to food service production employment with their correct definitions.
2. Select proper personal hygiene habits.
3. Complete a list of human relations qualifications.
4. List advantages and disadvantages of working in a production area.
5. Distinguish between levels of food service production jobs.
6. Analyze a food service production job. (Assignment Sheet 1)
7. Wash hands. (Job Sheet 1)

Orientation
Unit 1

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Well-Groomed Food Service Employee (Objective 2)
   TM 2—Career Ladder in Food Service Production (Objective 5)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheet and job sheet, and demonstrate the procedures outlined in the job sheet. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for a guest speaker at the technical or professional level to discuss employment opportunities in the production area or take the class on a field trip to a food service operation. Have students use information presented to complete Assignment Sheet 1.
2. Divide students into pairs to demonstrate proper and improper personal hygiene habits. Encourage creativity and humor to make the information presented memorable. Skill areas: **oral communication, listening, creative thinking,** and **teamwork**.
3. Ask students to clip pictures from current newspapers, magazines, and trade journals showing "dos" and "don'ts" of food service employees and prepare a bulletin board. Examples of "don'ts" might be a cook without a hat, unrestrained hair on waitress, or food service worker with incomplete uniform. Skill areas: **creative thinking** and **teamwork**.
4. Have students select different food service production jobs to research concerning necessary job qualifications, specific duties, and opportunities for advancement within that food service area. Students should submit a brief report (1-2 pages) and be prepared to give a 5-minute presentation to class. Skill areas: **Reading, writing,** and **oral communication**.

Resources Used in Developing This Unit

1. Folsom, LeRoi. *The Professional Chef.* 4th Ed. New York: Van Nos Reinhold, 1983.
2. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
3. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.

Suggested Supplemental Resource

Catalog of publications relevant to food handling and service.

Available from:

Office of Information
U.S. Department of Agriculture
Washington, DC 20250

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Orientation
Unit 1

Answers to Written Test

1. a. 4
   b. 1
   c. 3
   d. 5
   e. 2

2. a, c, e, g, h, j, l

3. a. Attitude
   b. Fellow employees
   c. Team
   d. Communicate

4. Any four of the following for each category:

   a. Advantages

      (1) Expanding industry
      (2) Year-round employment
      (3) Advancement through experience
      (4) Job opportunities
      (5) Mobility
      (6) Self-employment
      (7) Fringe benefits

   b. Disadvantages

      (1) Hard physical labor
      (2) Uncomfortable working conditions
      (3) Work pressure
      (4) Inconvenient working hours
      (5) Weekend and holiday work required

5. a. T
   b. P
   c. SS
   d. S
   e. T
   f. SS
   g. S
   h. S
   i. T
   j. T
   k. SS
   l. S
   m. T
   n. S
   o. SS
   p. P
   q. S

Orientation
Unit 1

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Getting along with people and learning to accept them as they are

_____b. Determines what one does and affects one's manner of behavior

_____c. An individual's appearance and cleanliness that reflects the standards of cleanliness that an operation upholds

_____d. Giving and receiving information effectively

_____e. Getting the job done by working together toward a common goal

1. Attitude
2. Teamwork
3. Personal hygiene
4. Human relations
5. Communication

2. Select proper personal hygiene habits by placing an "X" in each appropriate blank.

_____a. Good health
_____b. Lack of sleep
_____c. Daily bath or shower
_____d. Heavy makeup
_____e. Adequate deodorant
_____f. Abundance of jewelry
_____g. Clean teeth
_____h. Clean hair
_____i. Poor posture
_____j. Clean hands
_____k. Shave infrequently
_____l. Appropriate uniform

Written Test

3. Complete the following list of human relations qualifications.

   a. Good work ______________________

   b. Ability to get along with ______________________

   c. Ability to work as part of a ______________________

   d. Ability to ______________________ with others

4. List four advantages and disadvantages of working in a production area.

   a. Advantages

      (1) ______________________

      (2) ______________________

      (3) ______________________

      (4) ______________________

   b. Disadvantages

      (1) ______________________

      (2) ______________________

      (3) ______________________

      (4) ______________________

5. Distinguish between the levels of food service production jobs below by placing an "SS" by semi-skilled jobs, an "S" by skilled jobs, a "T" by technical jobs, and a "P" by professional jobs.

   ______a. Garde manger

   ______b. Chef

   ______c. Cook's helper

   ______d. Fry cook

   ______e. Pastry chef

Written Test

_______f. Baker's assistant

_______g. Baker

_______h. Vegetable cook

_______i. Sous chef

_______j. Working chef

_______k. Kitchen helper

_______l. Breakfast cook

_______m. Chef steward

_______n. Second cook

_______o. Pantry worker

_______p. Executive chef

_______q. Broiler cook

***Permission to duplicate this test is granted.**

Orientation
Unit 1

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Analyze a Food Service Production Job Rating _____

Comments: ______________________________

____

Job Sheet 1—Wash Hands Rating _____

Comments: ______________________________

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ______________________________

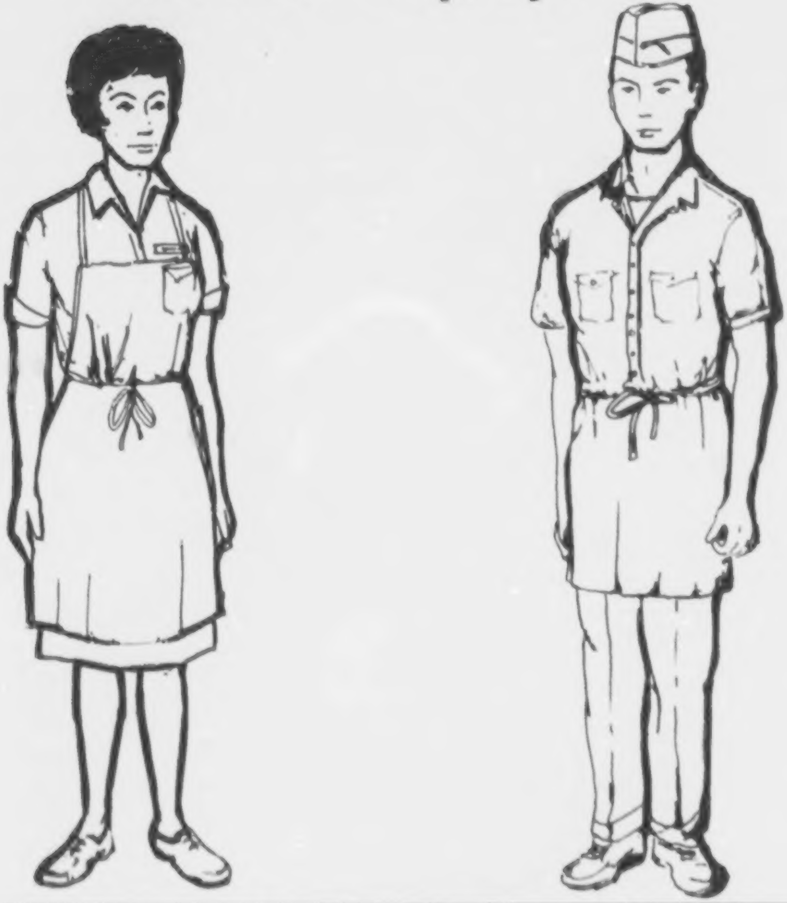
____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

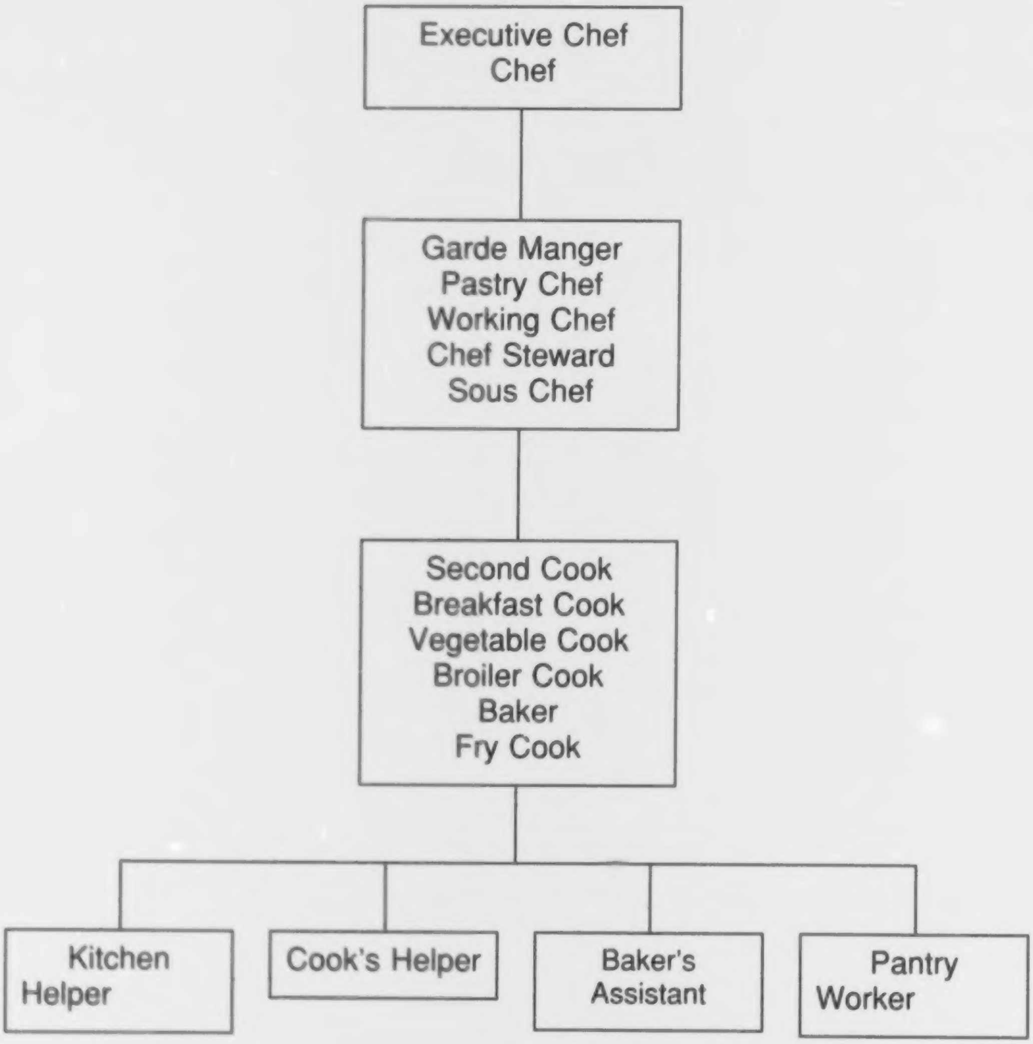
*Permission to duplicate this form is granted.

Well-Groomed Food Service Employee



Hair Restraint
Neatly Pressed Uniform
Clean Undergarments
Proper Apron
Socks or Hose
Clean, Low-Heeled Shoes
Only Necessary Jewelry

Career Ladder in Food Service Production


Executive Chef
Chef
Garde Manger
Pastry Chef
Working Chef
Chef Steward
Sous Chef
Second Cook
Breakfast Cook
Vegetable Cook
Broiler Cook
Baker
Fry Cook
Kitchen Helper
Cook's Helper
Baker's Assistant
Pantry Worker

Orientation
Unit 1

Information Sheet

1. **Terms and definitions**

    a. **Attitude** — Determines what one does and affects one's manner of behavior

    b. **Communication** — Giving and receiving information effectively

    c. **Human relations** — Getting along with people and learning to accept them as they are

    d. **Personal hygiene** — An individual's appearance and cleanliness that reflects the standards of cleanliness that an operation upholds

    e. **Teamwork** — Getting the job done by working together toward a common goal

2. **Personal hygiene habits**

    a. Good health

    - Proper diet
    - Adequate sleep
    - Regular exercise
    - Regular check-ups
        - — Medical
        - — Dental

    b. Daily bath or shower

    c. Adequate deodorant

    d. Clean teeth

    e. Clean hair

    - Appropriate style
    - Short or off neck
    - Hair net or hat

Information Sheet

f. Clean hands
   - Well-manicured nails
   - Hand lotion

g. Moderate makeup

h. Conservative perfume

i. Only necessary jewelry

j. Good posture

k. Clean-shaven

l. Appropriate uniform

3. Human relations qualifications

a. Good work attitude
   - Helps to obtain a job
   - Helps to keep a job
   - Helps in job promotion and salary advancement
   - Leads to pride in the job and in one's accomplishments
   - Leads to success, no matter what the job
   - Makes being at work a pleasure
   - Promotes business success

b. Ability to get along with fellow employees

c. Ability to work as part of a team

d. Ability to communicate with others

Information Sheet

4. **Advantages and disadvantages of working in a production area**

    a. Advantages

    - Expanding industry
    - Year-round employment
    - Advancement through experience
    - Job opportunities
    - Mobility
    - Self-employment
    - Fringe benefits

    b. Disadvantages

    - Hard physical labor
    - Uncomfortable working conditions
    - Work pressure
    - Inconvenient working hours
    - Weekend and holiday work required

5. **Levels of food service production jobs**

    a. Semi-skilled

    - Cook's helper
    - Kitchen helper
    - Baker's assistant
    - Pantry worker

    b. Skilled

    - Second cook
    - Breakfast cook

Information Sheet

- Vegetable cook
- Broiler cook
- Baker
- Fry cook

c. Technical

- Garde manger
- Pastry chef
- Working chef
- Chef steward
- Sous chef

d. Professional

- Executive chef
- Chef

Orientation
Unit 1

Assignment Sheet 1—Analyze a Food Service Production Job

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accuracy of observations	______
Completeness of answers	______

Directions: Following a field trip to a food service operation or a presentation by a resource person, answer the following questions. The above criteria will be used to evaluate your performance.

1. What was the name of the establishment and the name of the manager or resource person?

   ____

2. What type of food service operation was it? ______________________

3. What semi-skilled jobs were observed or described?

   a. ____

   b. ____

4. What technical or skilled jobs were observed or described?

   a. ____

   b. ____

5. What professional jobs were observed or described?

   a. ____

   b. ____

6. Did you see the person in charge? ______________________________

7. What was the job title of the resource person or person in charge? __________

   ____

Assignment Sheet 1

8. How many employees work on the job? ____________________

____

9. Was any training in progress? ____________________

____

10. If so, who was doing the training? ____________________

____

11. Who was being trained? ____________________

____

12. Would you like to work in this establishment? ____________________

Why? ____________________

____

____

Orientation
Unit 1

Job Sheet 1—Wash Hands

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criteria	**Rating**
Hands and nails are clean	______
Hands and arms are dry	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Soap
Water
Paper towels

B. Procedure

☐ 1. Wet hands.

☐ 2. Apply soap.

  a. Under fingernails
  b. Between fingers

☐ 3. Rub hands together.

☐ 4. Wash by using a rotating motion.

  a. Wash 2 to 3 inches above wrists.
  b. Wash between fingers.
  c. Wash palms of hands at least 30 seconds.

☐ 5. Rinse off all soap.

☐ 6. Dry well.

☐ 7. Return tools and materials to proper storage.

Job Sheet 1

☐ 8. Clean the work area.

Evaluator's comments: ______________________________

____

____

Kitchen Safety and Sanitation
Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be familiar with safety and sanitation practices to prevent accidents, food contamination, and food-borne illnesses. The student should demonstrate these competencies by completing the assignment and job sheets, and by scoring 100 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to kitchen safety and sanitation with their correct definitions.
2. Complete statements concerning fire safety precautions.
3. Complete statements concerning procedures to follow in case of fire.
4. List the three cardinal rules of safety.
5. Select true statements concerning kitchen safety precautions.
6. List types of food contamination.
7. Select factors leading to the spread of food-borne illness and food contamination.
8. Complete a safety checklist. (Assignment Sheet 1)
9. Conduct a sanitation inspection. (Assignment Sheet 2)
10. Taste food in a sanitary manner. (Job Sheet 1)

Kitchen Safety and Sanitation
Unit 2

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

    TM 1—Learn Proper Use of Safety Devices (Objective 3)
    TM 2—Put Out Grease Fire With Lid (Objective 3)
    TM 3—If You Drop It, Pick It Up (Objective 4)
    TM 4—If You Spill It, Wipe It Up (Objective 4)
    TM 5—Take Care of Broken Glass Properly (Objective 5)
    TM 6—Let Steam Escape Away From You (Objective 5)
    TM 7—Use Sturdy Step Stool to Reach High Shelves (Objective 5)
    TM 8—Always Close Cabinet Doors (Objective 5)
    TM 9—Don't Serve Illness to Customers (Objective 7)
    TM 10—Temperatures for Safe Food Handling and Storage (Objective 7)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets and job sheet, and demonstrate the procedures outlined in the job sheet. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

Suggested Activities

11. Give written test.

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review fire safety and demonstrate correct use of fire extinguishers. Discuss evacuation in the event of a fire, then conduct a fire drill.

2. Have students select one type of food contamination and prapare a brief written report (2-3 pages) to be presented orally in class. Students should vary their topics so that all types of food contaminants will be addressed. Sources of research should include food service operators, safety and sanitation inspectors, and written materials such as periodicals. Skill areas: **reading, writting, listening,** and **oral communication**

3. Schedule a convenient time for students to go through a kitchen and complete the safety checklist in Assignment Sheet 1. If possible, set up some potential hazards for students to find.

4. Hold a class discussion following completion of Assignment Sheet 1 to provide students with an opportunity to compare their findings and recommendations concerning safety practices in a food service operation. Skill areas: **listening, oral communication, problem solving**, and **organizational effectiveness**

5. Invite a local health officer to speak to the class about sanitation, the reasons for inspecting food service operations, and the results of failing an inspection. Use this discussion as background for completing the sanitation inspection in Assignment Sheet 2.

6. Following completion of Assignment Sheet 2, have students discuss results of their sanitation inspection. Discussion should include any problems and possible ways to correct situations. Skill areas: **listening, oral communication, problem solving,** and **organizational effectiveness**

Suggested Activities

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.

Suggested Supplemental Resources

1. *Foodborne Illnesses.* This pamphlet that can be used as a wall chart describes the twenty primary foodborne illnesses.

2. *Safety Operations Manual.* Includes such things as self-inspection, first aid, OSHA information, and fire protection (216 pages, 1988).

3. *Sanitation Operations Manual.* A detailed 390-page program outlining the operation of a top-notch food service sanitation program.

   1 through 3 are available from:

   National Restaurant Association
   1200 Seventeenth Street, N.W.
   Washington, D.C. 20036-3097

4. *Safe Food to Go: A Guide to Packing Lunches, Picnicking, and Camping Out.* This booklet discusses the need for safe food handling and contains a chart of common bacterial poisoning including the spread, symptoms, and prevention.

   Available from:

   Food Safety and Inspection Service
   Publication Office
   Room 1165-S
   United States Department of Agriculture
   Washington, D.C. 20250

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Kitchen Safety and Sanitation
Unit 2

Answers to Written Test

1.

a.	14	f.	5	k.	20	p.	6
b.	9	g.	10	l.	15	q.	11
c.	7	h.	3	m.	16	r.	18
d.	17	i.	1	n.	4	s.	8
e.	13	j.	19	o.	12	t.	2

2. a. All
   b. Grease
   c. Water
   d. Hot
   e. Flames
   f. Closed
   g. Designated areas
   h. Before
   i. Supervisor
   j. Open fires

3. a. Supervisor
   b. Fire extinguishers
   c. Calm
   d. Fire department
   e. Control blaze
   f. Air

4. a. If you drop it, pick it up.
   b. If you spill it, wipe it up.
   c. Keep your mind on what you are doing.

5. a, b, e, f

6. Any three of the following:

   a. Chemical toxins
   b. Parasites
   c. Bacteria
   d. Molds and yeasts

7. a, c, e, f, g, i, k, l, n

Kitchen Safety and Sanitation
Unit 2

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. To remove or destroy contaminants

_____b. Kind of plant that can contaminate foods, especially acid foods, by growing on or in them

_____c. Chemicals that are used to kill insects

_____d. Free of visible soil

_____e. Animals obnoxious to humans, especially small, numerous, hard to control animals such as rats, mice, and insects

_____f. To allow food that has been frozen to become unfrozen

_____g. Poisons produced by living organisms

_____h. Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

_____i. Practices necessary for establishing and maintaining good health

_____j. Free of disease-causing organisms and other harmful substances

_____k. Practices that help keep the surroundings in a condition favorable to health

_____l. Freedom from danger harm, injury, or risk

1. Hygiene
2. Particles
3. Bacteria
4. Precautions
5. Thaw
6. Celsius
7. Insecticides
8. Pesticides
9. Yeast
10. Toxins
11. Contamination
12. Mold
13. Vermin
14. Sanitize
15. Safety

Written Test

_______m. A temperature related to Celsius by the formula: 9 ÷ 5 (°Celsius +32°)

_______n. Measures that are taken before hand to prevent some unwanted occurrence from taking place

_______o. Plant borne by microscopic spores that can contaminate foods, especially baked goods, cheese, and meat, by growing on or in them

_______p. Metric temperature scale related to Fahrenheit by the formula: 5 ÷ 9 (°Fahrenheit -32°)

_______q. The presence of harmful substances or organisms that make food unfit for use

_______r. The alignment of the body when walking, standing, or sitting

_______s. Chemicals that are used to kill rodents, insects, or other pests

_______t. Small pieces of substances such as dust or glass that could contaminate food

16. Fahrenheit
17. Clean
18. Posture
19. Sanitary
20. Sanitation

2. Circle the words which best complete statements concerning fire safety precautions.

   a. Keep (all, some) equipment in good working order.

   b. Keep equipment clean to prevent fires caused by (dirt, grease) buildup, especially on vent hoods and filters.

   c. Never put (water, food) on hot grease.

   d. Prevent (cold, hot) fats from spattering.

   e. Store cold fats away from (flames, kitchen).

   f. Keep matches in (open, closed) container.

   g. Smoke only in (bathrooms, designated areas).

h. Light matches (before, after) turning on gas jets.

i. Report any gas leaks to (co-workers, supervisor).

j. Turn off all (open fires, fans) when not in use.

3. Complete the following statements concerning procedures to follow in case of fire.

a. Report any fire immediately to ______________________________.

b. Know location of ______________________________ and how to use them.

c. Keep yourself and others ______________________________.

d. Call ______________________________.

e. Use fire extinguisher to help ______________________________ until fire department arrives.

f. Cut off ______________________________ supply to flames.

4. List the three cardinal rules of safety.

a. ____

b. ____

c. ____

5. Select true statements concerning kitchen safety precautions by placing an "X" in each appropriate blank.

______a. Keep floors clean and free from debris, water, or grease.

______b. Keep cooking equipment in good working condition.

______c. Leave used hand tools and utensils out where they can be seen.

______d. Use food preparation equipment the fastest way.

______e. Exercise safe work habits.

______f. Wear clothing which meets safety requirements.

Written Test

6. List three types of food contamination.

a. ____________________

b. ____________________

c. ____________________

7. Select factors leading to the spread of food-borne illness and food contamination by placing an "X" in each appropriate blank.

_______a. Failure to wash hands

_______b. Good personal hygiene

_______c. Food handlers with cuts, burns, or sores

_______d. Proper cleaning and sanitizing of hand tools and utensils

_______e. Uncovered food on refrigerator shelves

_______f. Failure to protect sanitized tools, utensils, and equipment from contamination

_______g. Raw foods stored in contact with prepared foods

_______h. Using slicers or graters for one type of product, then sanitizing

_______i. Thawing frozen foods at room temperature

_______j. Hot holding temperature too high

_______k. Refrigeration temperature too high

_______l. Storing food in large quantity containers

_______m. Storing chemicals away from food

_______n. Using unlabeled containers in the kitchen

***Permission to duplicate this test is granted.**

Kitchen Safety and Sanitation
Unit 2

Unit Evaluation Form

Student Name ______________________________ Unit Rating ________

Assignment Sheet 1—Complete a Safety Checklist Rating ______

Comments: ______________________________

Assignment Sheet 2—Conduct a Sanitation Inspection Rating ______

Comments: ______________________________

Job Sheet 1—Taste Food in a Sanitary Manner Rating ______

Comments: ______________________________

Written Test Scores

Pretest ______ Posttest ______ Other _____

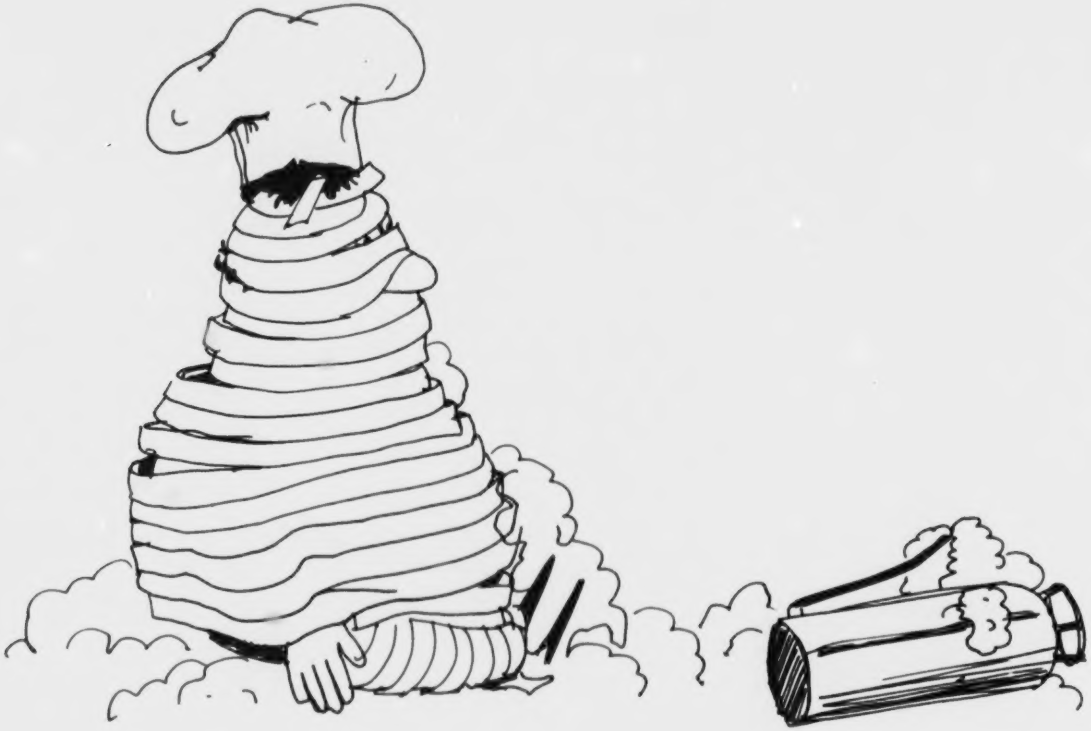
Other ______________________________

Teacher Signature ______________________________ Date ________

Student Signature ______________________________ Date ________

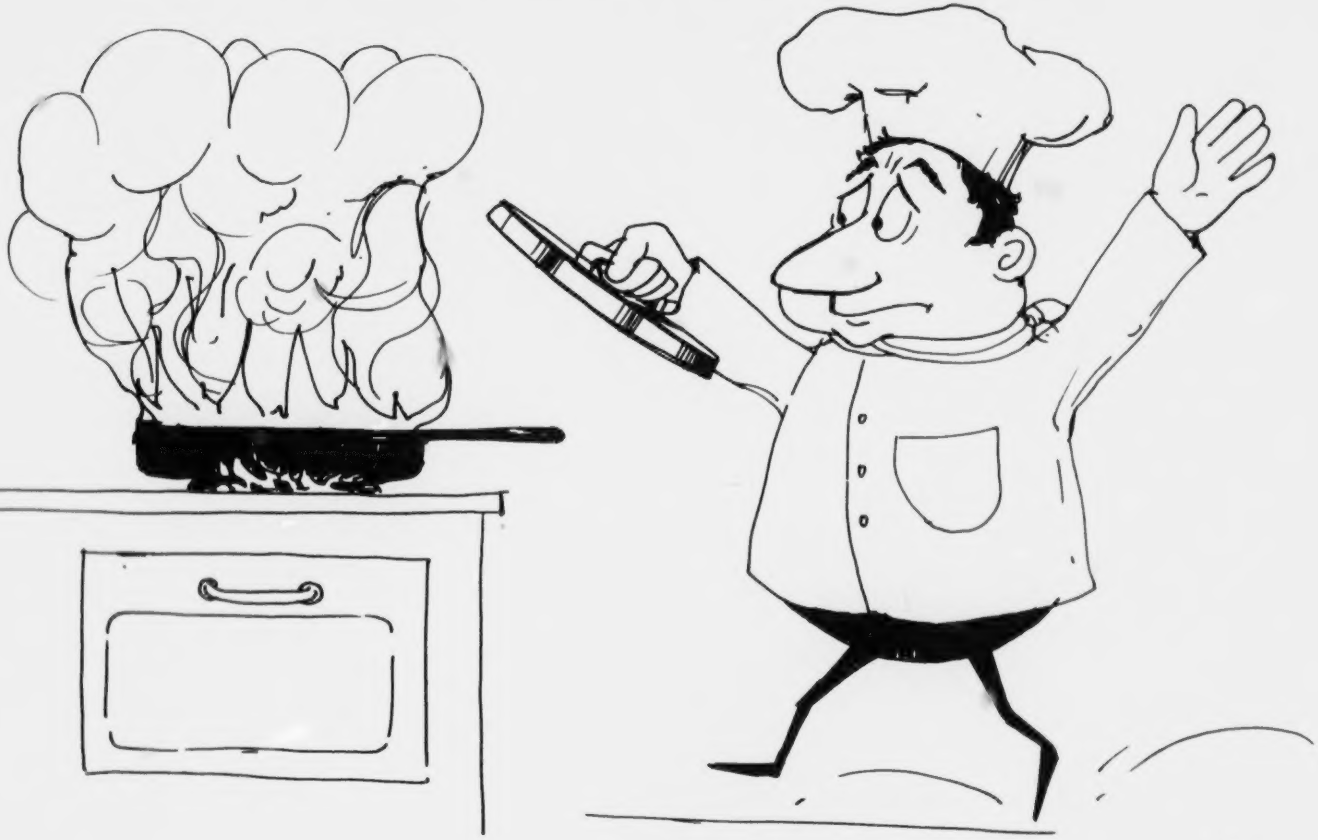
*Permission to duplicate this form is granted.

Learn Proper Use of Safety Devices

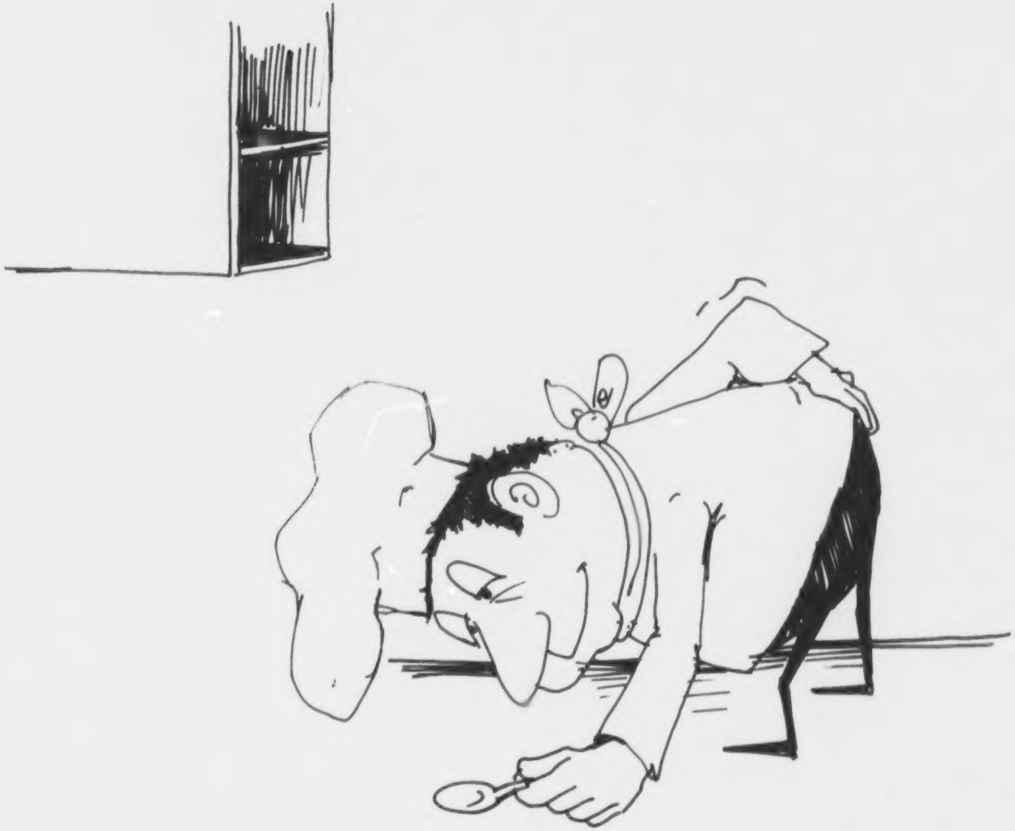


TM 1

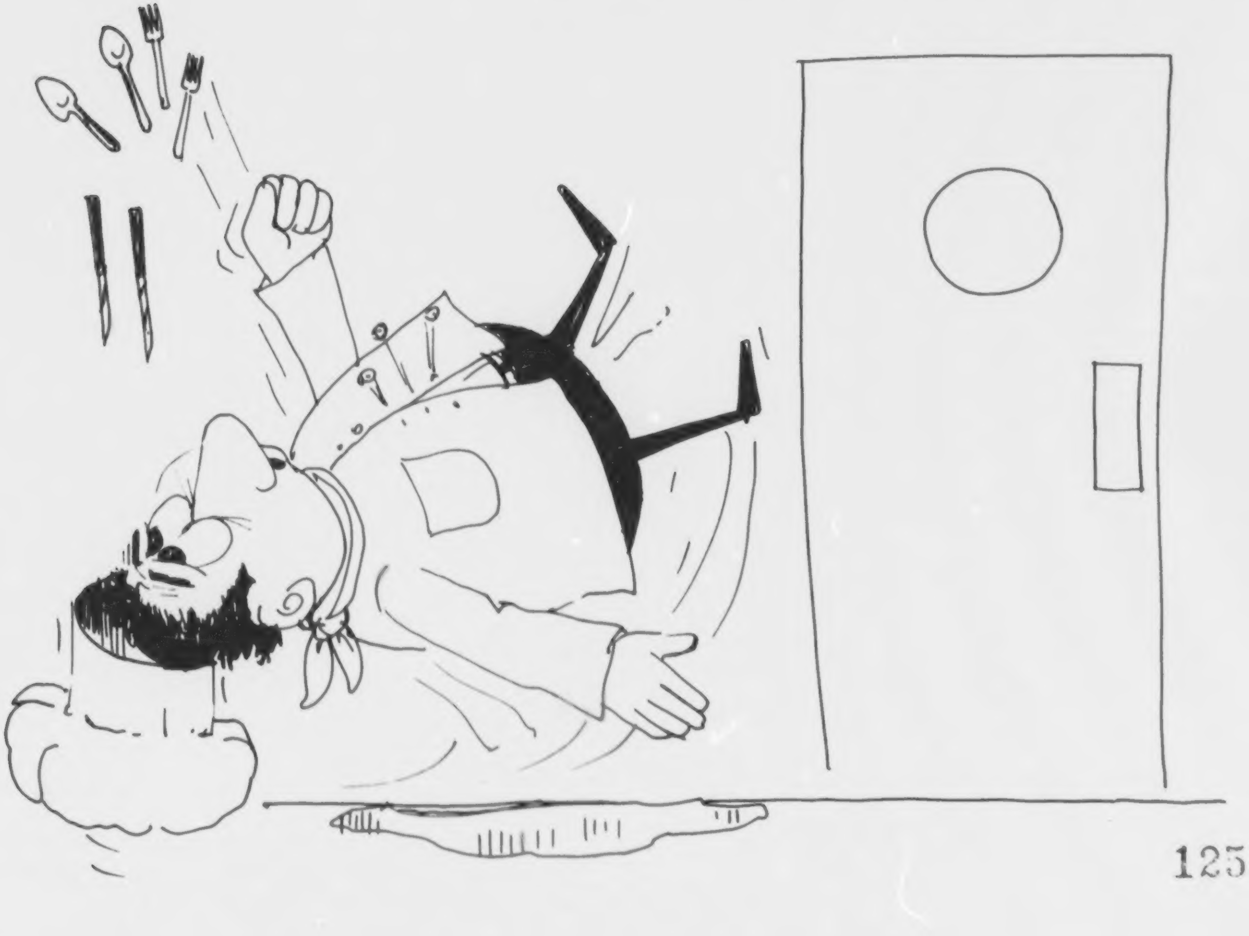
Put Out Grease Fires With Lid



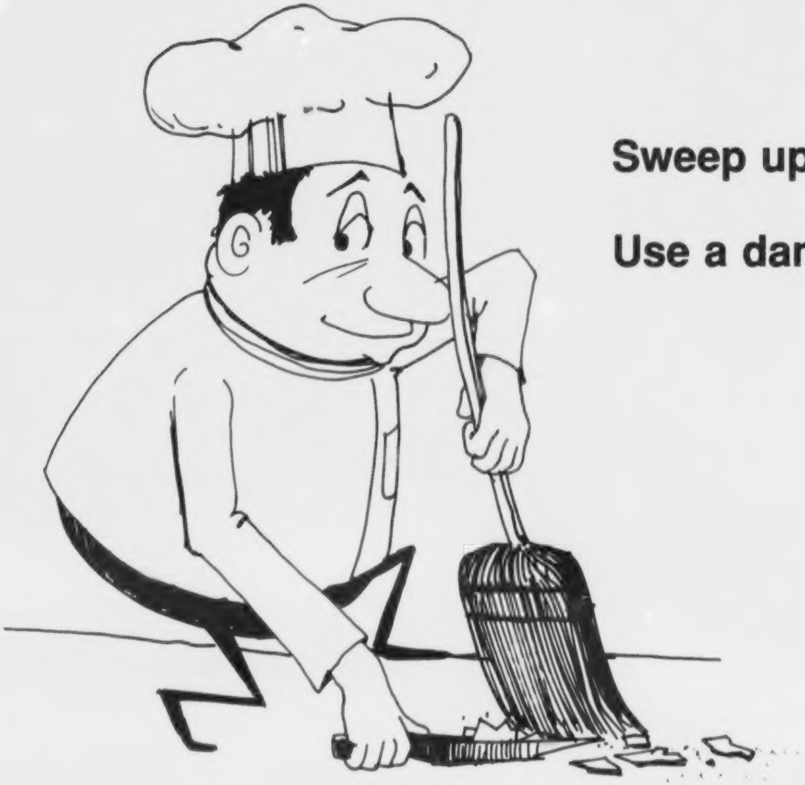
If You Drop It, Pick It Up



If You Spill It, Wipe It Up



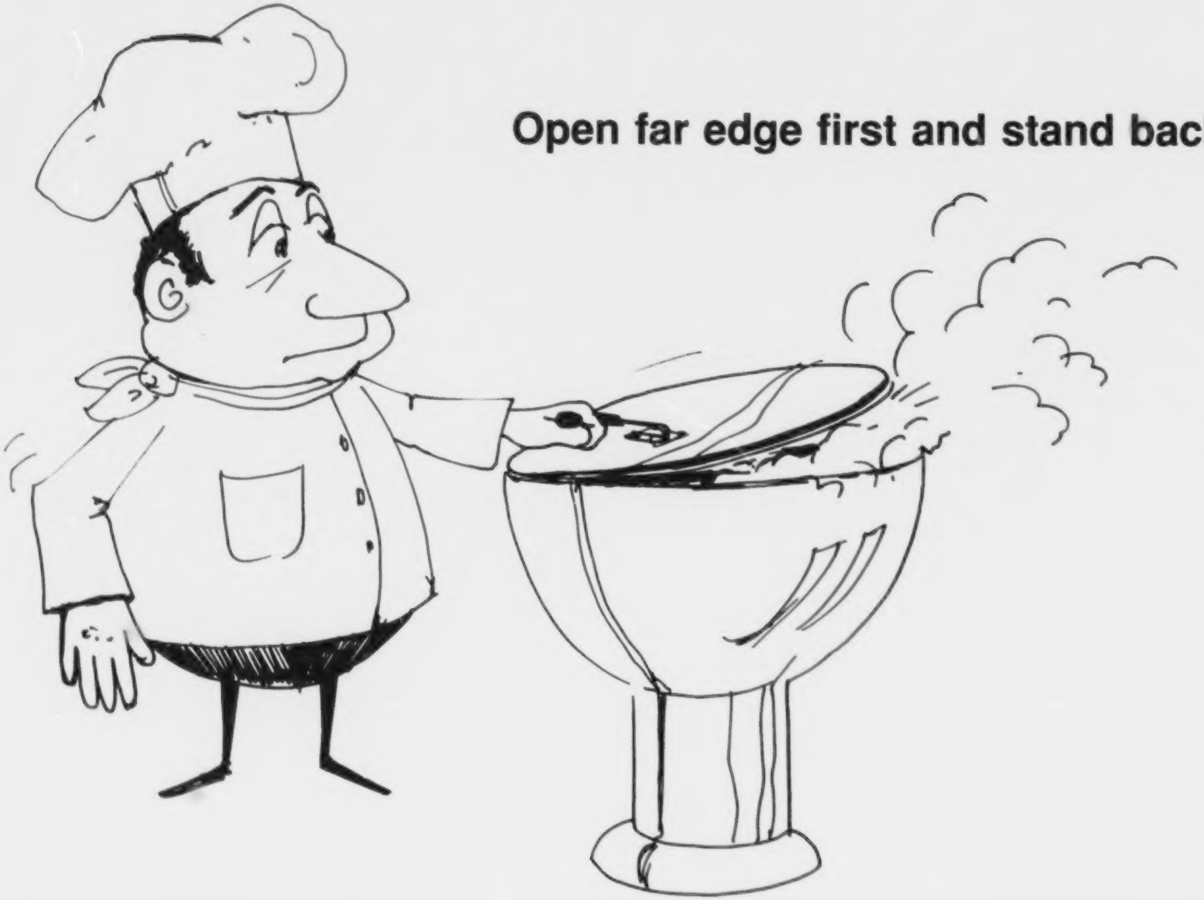
Take Care of Broken Glass Properly



Sweep up with a broom and dustpan.

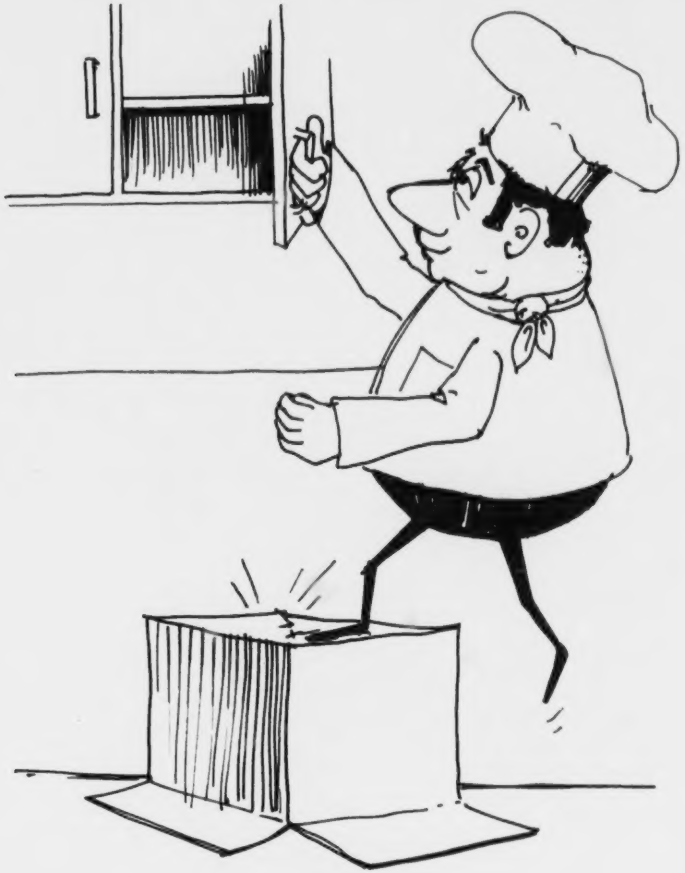
Use a damp paper towel for splinters.

Let Steam Escape Away From You



Open far edge first and stand back.

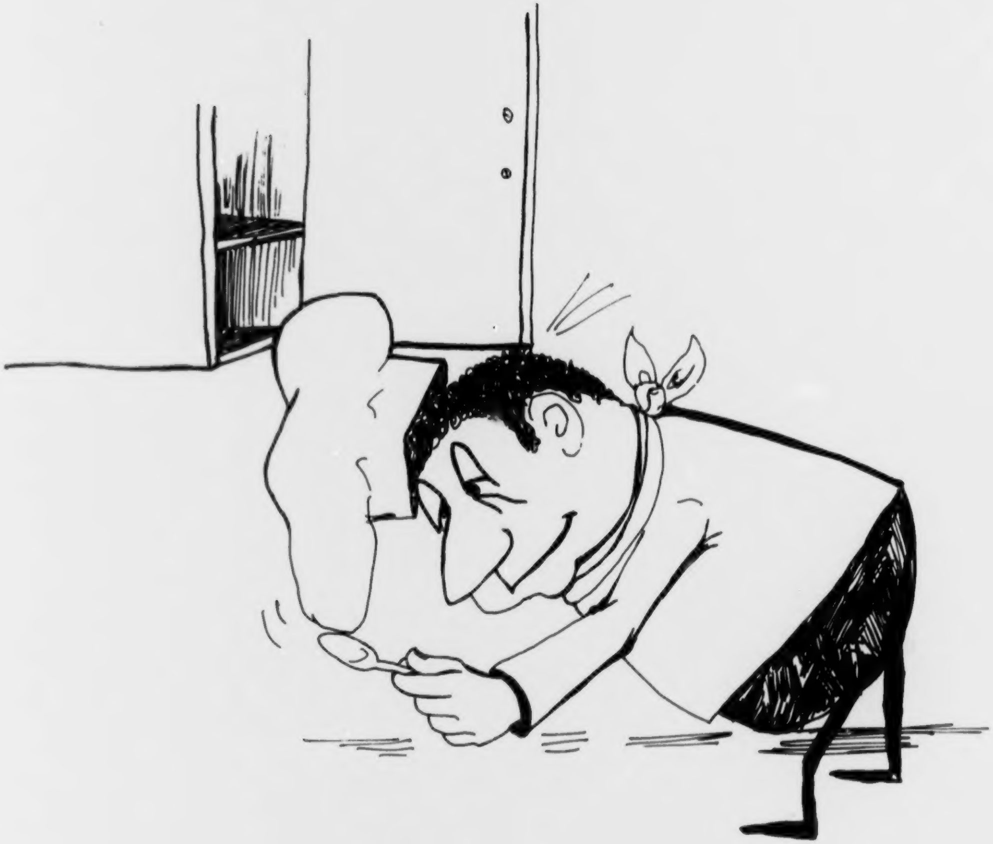
Use Sturdy Step Stool to Reach High Shelves



Food Service: Production, Unit 2
Teacher Page 25

TM 7

Always Close Cabinet Doors



Don’t Serve Illness to Customers

Important Factors Which Lead to Many Food-Borne Illness Outbreaks

A. Poor Personal Hygiene

B. Infected Food Handlers

C. Unsanitary Handtools, Utensils, and Equipment

D. Improper Food Storage

E. Improper Food Handling

F. Cross Contamination

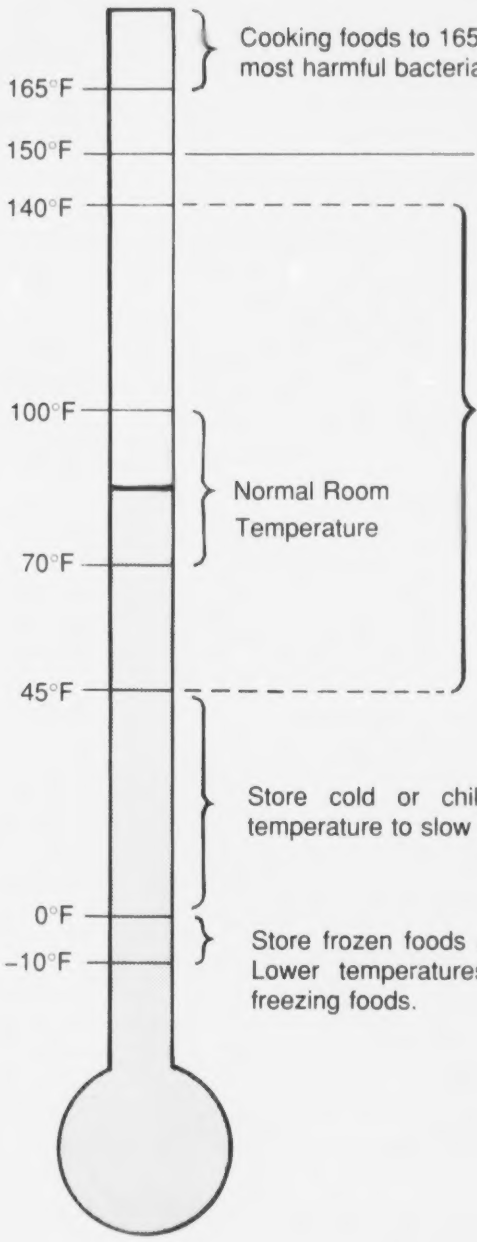
G. Unsafe Food Holding Temperatures

H. Unsafe Cold Holding and Reheating of Delayed Use Foods and Leftovers

I. Insects and Rodents

J. Chemicals Stored Near Food

Temperatures for Safe Food Handling and Storage



Cooking foods to 165°F or above will kill most harmful bacteria.

150°F is the minimum safe temperature for cooked food. Store or display hot cooked foods above this temperature.

Danger Zone for Food Safeness
Rapid bacterial growth occurs at these temperatures.

Normal Room Temperature

Store cold or chilled foods at this temperature to slow bacterial growth.

Store frozen foods at this temperature. Lower temperatures are required for freezing foods.

Kitchen Safety and Sanitation
Unit 2

Information Sheet

1. **Terms and definitions**

    a. **Bacteria** — Microscopic organisms that exist everywhere in our surroundings and that can, under the right conditions, multiply rapidly and cause food to spoil

    b. **Celsius** — Metric temperature scale related to Fahrenheit by the formula: 5 ÷ 9 (°Fahrenheit -32°) = °Celsius

    c. **Clean** — Free of visible soil

    d. **Contamination** — The presence of harmful substances or organisms that make food unfit for use

    e. **Fahrenheit** — A temperature scale related to Celsius by the formula: 9 ÷ 5 (°Celsius +32°) = °Fahrenheit

    f. **Hygiene** — Practices necessary for establishing and maintaining good health

    g. **Insecticides** — Chemicals that are used to kill insects

    h. **Mold** — Plant borne by microscopic spores that can contaminate foods, especially baked goods, cheese, and meat, by growing on or in them

    i. **Particles** — Small pieces of substances such as dust or glass that could contaminate food

    j. **Pesticides** — Chemicals that are used to kill rodents, insects, or other pests

    k. **Posture** — The alignment of the body when walking, standing, or sitting

    l. **Precautions** — Measures that are taken beforehand to prevent some unwanted occurrence from taking place

    m. **Safety** — Freedom from danger, harm, injury, or risk

    n. **Sanitation** — Practices that help keep the surroundings in a condition favorable to health

    o. **Sanitary** — Free of disease-causing organisms and other harmful substances

    p. **Sanitize** — To remove or destroy contaminants

    q. **Thaw** — To allow food that has been frozen to become unfrozen

Information Sheet

r. **Toxins** — Poisons produced by living organisms

s. **Vermin** — Animals obnoxious to humans, especially small, numerous, hard-to-control animals such as rats, mice, and insects

t. **Yeast** — Kind of plant that can contaminate foods, especially acid foods, by growing on or in them

2. Fire safety precautions

a. Keep all equipment in good working order.

b. Keep equipment clean to prevent fires caused by grease buildup, especially on vent hoods and filters.

c. Never put water on hot grease.

d. Prevent hot fats from spattering.

e. Store cold fats away from flames.

f. Smoke only in designated areas.

g. Keep matches in closed containers.

h. Light matches before turning on gas jets.

i. Report any gas leaks to supervisor.

j. Turn off all open fires when not in use.

3. Procedures to follow in case of fire

a. Report **any** fire immediately to supervisor.

b. Know location of fire extinguishers and how to use them.

Note: Inspect fire extinguishers regularly.

c. Keep yourself and others calm.

d. Call fire department.

e. Use fire extinguisher to help control blaze until fire department arrives.

Note: Fire extinguishers should be serviced immediately after use.

f. Cut off air supply to flames.

Information Sheet

4. **Cardinal rules of safety**

   Note: Safety is everyone's job. It is a responsibility that never ends.

   a. If you drop it, pick it up.

   b. If you spill it, wipe it up.

   c. Keep your mind on what you are doing.

5. **Kitchen safety precautions**

   a. Keep floors clean and free from debris, water, or grease.

   b. Keep cooking equipment in good working condition.

   c. Store and use hand tools and utensils properly.

   d. Use food preparation equipment in a safe manner.

   e. Exercise safe work habits.

   f. Wear clothing which meets safety requirements.

6. **Types of food contamination**

   a. Chemical toxins — Poisons introduced by careless use of pesticides or cleaning products

   b. Parasites — Organisms which occur naturally in some foods, such as trichnae (which cause trichinosis) in pork

      Note: Parasites can often be destroyed by adequate cooking.

   c. Bacteria — Microscopic organisms which reproduce rapidly in food, causing serious infections or illnesses such as salmonella, botulism, or staph infection

   d. Molds and yeasts — Tiny plants that grow on or in food, changing the flavor and odor and in some cases, causing illness

      Note: Molds and yeasts can also be beneficial, as when used in making cheese, wine, or bread.

Information Sheet

7. Factors leading to the spread of food-borne illness and food contamination

a. Poor personal hygiene

- Failure to wash hands
    - Before starting work
    - After using toilet
    - After touching any soiled object
- Wearing soiled aprons and outer garments

b. Infected food handlers

- Cuts, burns, or sores
- Boils or pimples
- Sore throat
- Nasal discharge
- Diarrhea

c. Unsanitary hand tools, utensils, and equipment

- Improper cleaning
- Lack of sanitization
- Failure to protect sanitized tools, utensils, and equipment from contamination

d. Improper food storage

- Uncovered food on refrigerator shelves
- Raw foods stored directly on shelves
- Raw foods stored against refrigerator walls
- Raw foods stored in contact with prepared foods

Information Sheet

e. Improper food handling

- Unnecessary use of hands during preparation and serving
- Thawing frozen foods at room temperature or in warm water

f. Cross-contamination

- Processing raw and cooked foods on same surface without sanitizing between uses
- Using slicers, graters, choppers, and grinders for more than one type of food product without sanitizing between uses
- Cook's knives not sanitized between use on different products

g. Unsafe food holding temperatures

- Holding prepared potentially hazardous foods at room temperature
- Refrigeration temperature too high
- Hot holding temperature too low

h. Unsafe cold holding and reheating of delayed use foods and leftovers

- Slow cooling of prepared foods
- Slow reheating of foods
- Storing food in large quantity containers
- Failure to reheat food to safe internal temperature
- Using holding or warming units to reheat food

i. Insects and rodents

- Failure to eliminate pest breeding or entry areas
- Failure to eliminate grime, spilled food, and trash which become food, breeding, and nesting attractions for pests
- Failure to report and take action when pests or evidence of pests are noted

Information Sheet

j. Chemicals stored near foods

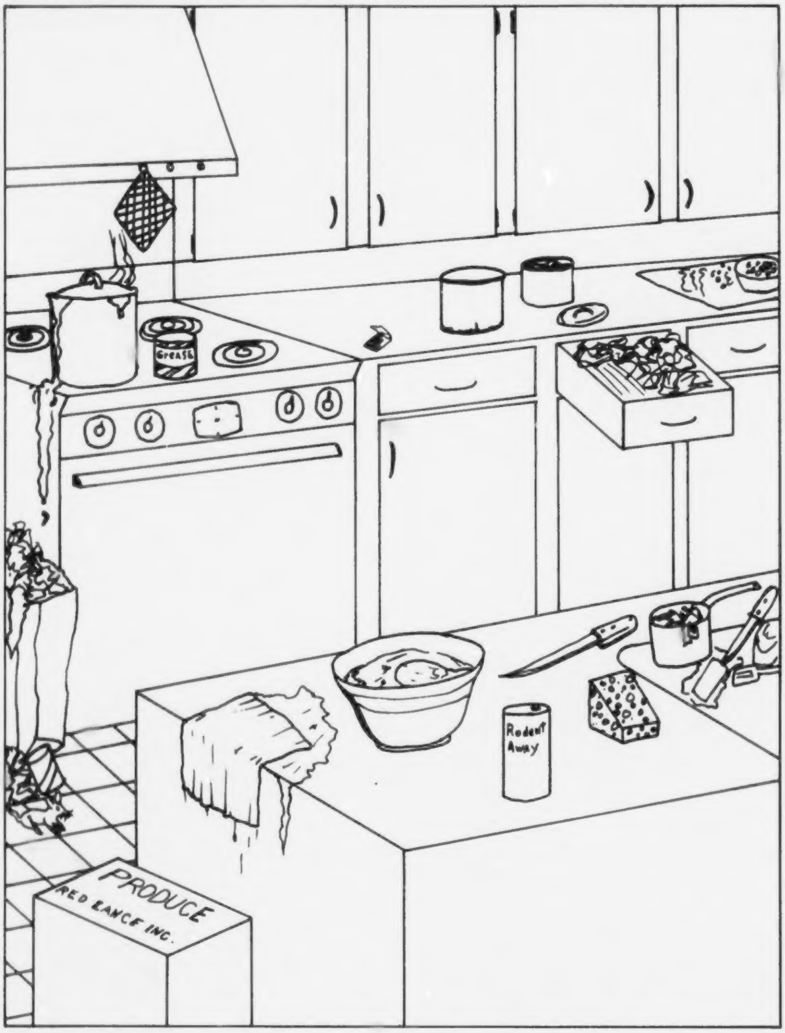
- Non-food chemicals near food
  - Cleaning compounds
  - Sanitizing compounds
  - Solvents
  - Pesticides
- Use of unlabeled containers in kitchen

Kitchen Safety and Sanitation
Unit 2

Student Supplement 1—Identify Safety and Sanitation Hazards

Name ____

Directions: Study the following picture, then draw a circle around any safety or sanitation hazard you see. Number your circles and record the possible outcome of each hazard in the corresponding blank on the next page. You may find more or less hazards than there are numbered blanks.



Student Supplement 1

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________
19. ______________________________
20. ______________________________
21. ______________________________
22. ______________________________
23. ______________________________
24. ______________________________

Kitchen Safety and Sanitation
Unit 2

Assignment Sheet 1—Complete a Safety Checklist

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accuracy of observations	_____
Validity of recommendations	_____

Directions: Complete the following safety checklist for a food service operation. Your instructor may arrange a field trip or present a hypothetical food service operation to inspect. Using the completed checklist, make a list of areas of potential danger, then give recommendations for correcting them. The above criteria will be used to evaluate your performance.

Safety Checklist

☐ 1. Fire extinguishers in good working order

☐ 2. Hoods and filters free of grease buildup

☐ 3. Cold fats stored away from flames

☐ 4. Designated areas for smoking

☐ 5. Matches stored in closed containers

☐ 6. Open fires turned off if not in use

☐ 7. Storeroom large enough for stock

☐ 8. Separate storage area for chemicals and cleaning materials

☐ 9. Storeroom well lighted

☐ 10. Aisles of storeroom clear of objects

☐ 11. Shelves strong and in good repair

☐ 12. Empty cases and boxes disposed of properly

☐ 13. Heavy items stored on lower shelves

Assignment Sheet 1

☐ 14. No stock stored on floor

☐ 15. Pot handles out of aisles and away from flames

☐ 16. Electrical outlets grounded

☐ 17. Equipment free of worn or frayed electrical cords

☐ 18. Floors clean and free of grease

☐ 19. Equipment doors and drawers closed

☐ 20. Safety ladder available

☐ 21. Safety devices on equipment in use

☐ 22. Can openers in good repair

Areas of Danger	Recommendations

Kitchen Safety and Sanitation
Unit 2

Assignment Sheet 2—Conduct a Sanitation Inspection

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Thoroughness of inspection	______
Accuracy of arithmetic	______

Directions: Conduct a sanitation inspection of your school kitchen using the checklist below. Circle the point value for any item that fails to receive a check. Add all points circled, then subtract the total from 100. (In an official inspection, any items that fail to meet sanitation requirements must be corrected. A low score may result in a restaurant being closed until necessary corrections are made.) The above criteria will be used to evaluate your performance.

Sources of Food	**Points**
☐ Source wholesome; no spoilage	5
☐ Original containers; properly labeled	1
Food Protection	
☐ Potentially hazardous food meets temperature requirements during preparation, storage, and service	5
☐ Facilities to maintain product temperature	4
☐ Potentially hazardous food properly thawed	2
Personnel	
☐ No infections	5
☐ Clean hands	5
☐ Clean clothes; hair restraints	2

Assignment Sheet 2

	Equipment and Utensils	**Points**
☐	Work surfaces clean	2
☐	Equipment washed after use	2
☐	Equipment stored properly	3
☐	Wash and rinse water clean; proper temperature	5
☐	Food contact surfaces of equipment and utensils clean	5
☐	No reuse of single service articles	5
	Water Supply and Sewage Disposal	
☐	Water source safe; hot and cold under pressure	5
☐	Sewage system working properly	5
	Plumbing	
☐	Sink drains working freely	3
☐	Floor drains working freely	3
	Toilet and Handwashing Facilities	
☐	Conveniently located away from food areas	5
☐	Rooms kept clean and in repair	3
	Garbage and Refuse Disposal	
☐	Containers clean and lined	2
☐	Insect and rodent proof	2
☐	Outside storage area clean	2
☐	Frequent pick-up	2
	Vermin Control	
☐	Outer openings protected; no insects, rodents, etc.	5

Assignment Sheet 2

Floors, Walls, and Ceilings	**Points**
☐ Floors clean and in good repair	1
☐ Walls and ceiling clean and in good repair	1
Lighting	
☐ Lighting provided as required	1
Ventilation	
☐ Rooms and equipment properly ventilated	1
Dressing Rooms and Lockers	
☐ Rooms and lockers clean	1
Other Operations	
☐ Toxic items, soap, and detergents stored and labeled properly	3
☐ Premises free of litter	1
☐ Cleaning equipment stored	1
Total of points circled	______

100 Points available

- ___ Total of points circled

Sanitation Rating

Kitchen Safety and Sanitation
Unit 2

Job Sheet 1—Taste Food in a Sanitary Manner

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Food removed and tasted in sanitary manner	______
Utensils and work area properly cleaned	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Single service spoons (2)
Food to be tasted

B. Procedure

☐ 1. Place first spoon in food to be tasted.

☐ 2. Remove spoonful of food.

☐ 3. Place food from first spoon in second spoon.

☐ 4. Taste food in second spoon away from cooking utensil.

☐ 5. Discard spoons.

☐ 6. Return tools and materials to proper storage.

☐ 7. Clean work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to select the proper hand tool or utensil for the desired use and to use hand tools and utensils properly. The student should demonstrate these competencies by completing the assignment sheet and job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Identify knives and sharpening tools.
2. Match knives and sharpening tools with their uses.
3. Identify parts of a knife.
4. Identify parts of a steel.
5. Complete statements concerning rules to follow when sharpening knives.
6. Complete statements concerning the care of knives.
7. Select true statements concerning knife safety practices.
8. Identify baking tools and utensils.
9. Match baking tools and utensils with their uses.
10. Identify cooking tools and utensils.
11. Match cooking tools and utensils with their uses.
12. Identify food preparation tools and utensils.
13. Match food preparation tools and utensils with their uses.
14. Identify food handling tools and utensils.
15. Match food handling tools and utensils with their uses.

Objective Sheet

16. Identify measuring and weighing tools and utensils.
17. Match measuring and weighing tools and utensils with their uses.
18. Complete rules to observe in the use and care of hand tools and utensils.
19. Compare accuracy of methods of measuring. (Assignment Sheet 1)
20. Use a steel. (Job Sheet 1)
21. Sharpen a French knife. (Job Sheet 2)
22. Weigh a dry ingredient using baker's scales. (Job Sheet 3)
23. Weigh a liquid ingredient using portion scales. (Job Sheet 4)
24. Measure small amounts of dry and liquid ingredients. (Job Sheet 5)
25. Measure a liquid ingredient. (Job Sheet 6)

Use and Care of Hand Tools and Utensils
Unit 3

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Parts of a Knife (Objective 3)
   TM 2—Parts of a Steel (Objective 4)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheet and job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Display a variety of hand tools and utensils. Have students name them and identify their uses.
2. Provide students with catalogs of kitchen tools and utensils and have them determine cost for individual items and total cost if purchasing all items needed to set up kitchen. Following this activity, have class discussion on the cost of various hand tools and utensils. Skill areas: **reading, math, oral communication,** and **listening**
3. Explain the difference between high carbon steel and stainless steel blades or knives.
4. Have student organize hand tools and utensils for convenience. This may be done as a pencil and paper activity or as a hands-on activity in kitchen/work area. Skill area: **problem solving**
5. Discuss different methods of portion control obtained by using hand tools and utensils. Refer to capacity charts for dishers and ladles.
6. Demonstrate proper handling techniques for hand tools and utensils in reference to safety and convenience.
7. Stress sanitation factors and the importance of inspecting tools before using them.
8. Following completion of Assignment Sheet 1, have students discuss answers concerning the importance of weighing ingredients accurately. Skill areas: **oral communication** and **listening**

References Used in Developing This Unit

1. Czack, Richard. *The Professional Chef's Knife*. Boston: CBI Publishing Co., Inc., 1978.
2. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Suggested Activities

Suggested Supplemental Resources

1. Folsom, LeRoi. *The Professional Chef.* 4th Ed., New York: Van Nos Reinhold, 1983.
2. Shugart, Grace, and Mary Molt. *Food for Fifty.* 8th Ed., New York: John Wiley and Sons, Inc., 1989.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Use and Care of Hand Tools and Utensils
Unit 3

Answers to Written Test

1. a. Bread knife
   b. French knife
   c. Butcher knife
   d. Utility knife
   e. Slicer
   f. Boning knife
   g. Sharpening stone
   h. Steel
   i. Paring knife
   j. Cleaver

2. a. 2
   b. 8
   c. 4
   d. 6
   e. 1
   f. 5
   g. 3
   h. 10
   i. 9
   j. 7

3. a. Tip
   b. Back
   c. Shank
   d. Rivet
   e. Handle
   f. Heel
   g. Cutting edge
   h. Point

4. a. Tip
   b. Guard
   c. Ring
   d. Handle
   e. Shaft

5. a. 20-degree
   b. Direction
   c. Numbers, pressure
   d. Medium
   e. Five

Answers to Written Test

6. a. Utensils
   b. Place
   c. Dry
   d. Used
   e. Intended
   f. Cutting board

7. b, c, f

8. a. Flour sifter
   b. Muffin tin
   c. Dough cutter
   d. Peel
   e. Pastry brush
   f. Baker's scales
   g. Pastry wheel
   h. Pie or cake knife
   i. Pastry bag
   j. Pie pan
   k. Baking pan
   l. Rolling pin
   m. Pie or cake marker
   n. Tube cake pan
   o. Sheet pan
   p. Pastry tips

9.

a.	8	e.	4	i.	12	m.	7
b.	1	f.	5	j.	3	n.	16
c.	2	g.	9	k.	15	o.	6
d.	13	h.	14	l.	11	p.	10

10. a. Brazier pan
    b. Saute pan
    c. Sauce pan
    d. Bain-marie pans
    e. Stock pot
    f. Double boiler
    g. Roasting pan
    h. Steam table pan
    i. Sauce pot

11.

a.	1	d.	9	g.	2
b.	6	e.	5	h.	8
c.	3	f.	7	i.	4

Answers to Written Test

12. a. Melon baller
    b. Egg slicer
    c. Meat thermometer
    d. China cap
    e. French wire whip
    f. Skewer
    g. Box grater
    h. Vegetable peeler
    i. Colander
    j. Hand meat tenderizer
    k. Strainer
    l. Piano wire whip

13.	a.	2	d.	3	g.	9	j.	6
	b.	5	e.	8	h.	1	k.	10
	c.	4	f.	11	i.	7	l.	12

14. a. Food tongs
    b. Kitchen fork
    c. Plastic scraper
    d. Flat spatula
    e. Sandwich spreader
    f. Slotted kitchen spoon
    g. Disher
    h. Perforated ladle
    i. Offset spatula
    j. Solid ladle
    k. Hotcake or meat turner
    l. Skimmer
    m. Solid kitchen spoon
    n. Perforated kitchen spoon
    o. Rubber scraper

15.	a.	4	d.	9	g.	10	j.	3	m.	1
	b.	5	e.	8	h.	15	k.	13	n.	6
	c.	11	f.	12	i.	14	l.	2	o.	7

16. a. Measuring spoon set
    b. Graduated liquid measuring cups
    c. Large volume liquid measure
    d. Portion scales
    e. Graduated dry measuring cup set
    f. Large volume dry measure

17.	a.	3	d.	1
	b.	2	e.	6
	c.	5	f.	4

Answers to Written Test

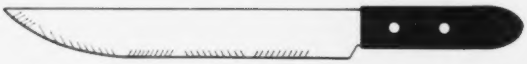
18. a. Needed
    b. Intended
    c. Correct size
    d. Plan
    e. Store
    f. Bottom
    g. Clean
    h. Unusable

Use and Care of Hand Tools and Utensils
Unit 3

Written Test

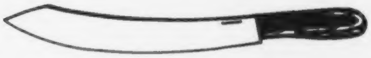
Name ______________________________ Score ____________

1. Identify the following knives and sharpening tools.



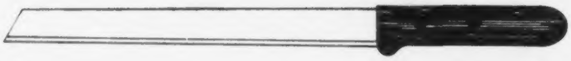
a. ____________________

b. ____________________

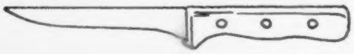


c. ____________________

d. ____________________

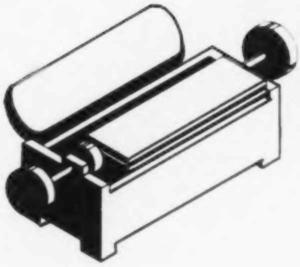


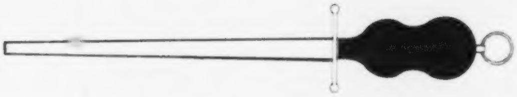
e. ____________________



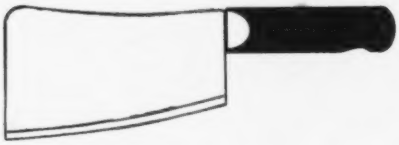
f. ____________________

Written Test





g. ______________________ h. ______________________



i. ______________________ j. ______________________

2. Match the knives and sharpening tools on the right with their uses.

______a. To peel, cut, or slice fruits and vegetables

______b. To cut all types of meat

______c. To slice all kinds of meat; to slice tomatoes and lettuce wedges

______d. To core lettuce; to pare and section fruits

______e. To slice bread or cake

______f. To remove bone from meat

1. Bread knife
2. Paring knife
3. Cleaver
4. Slicer
5. Boning knife
6. Utility knife
7. Steel

Written Test

______g. To trim chops and cut through bone; to dress poultry

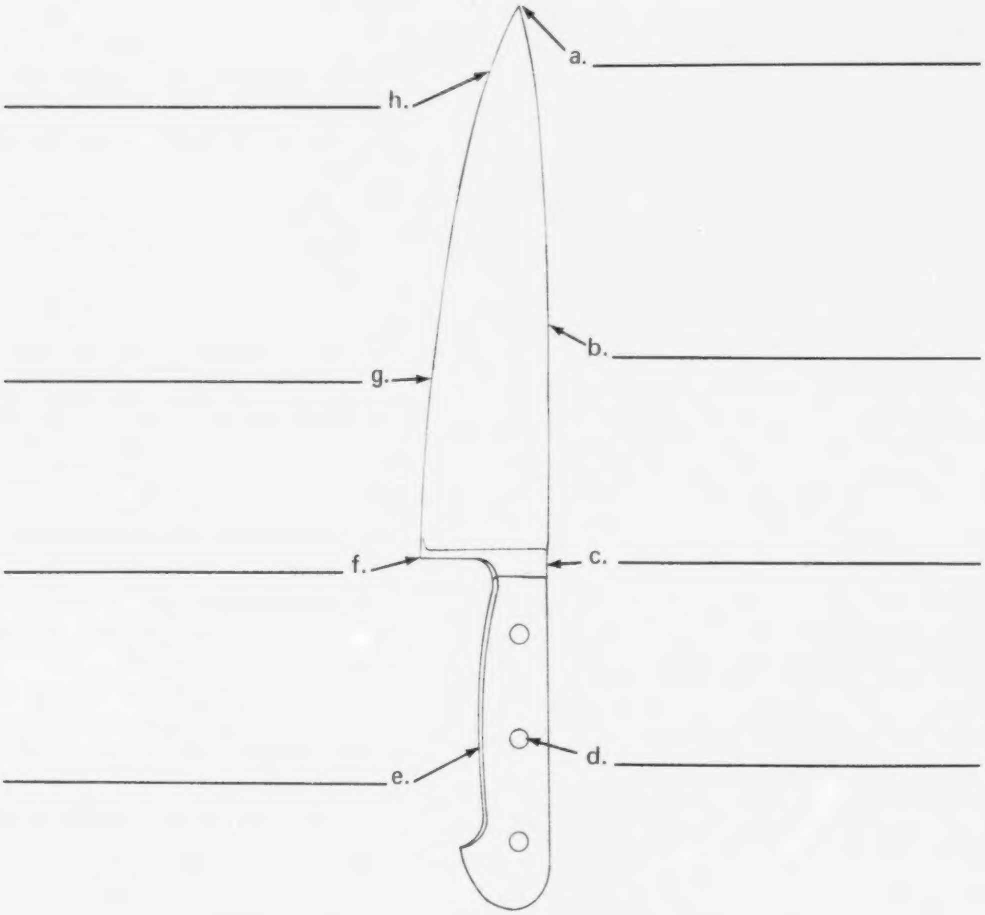
______h. To sharpen knives

______i. To slice, cut, and shred raw fruits and vegetables; to slice hot or warm meat; to chop small quantities of food; to dice and mince ingredients

______j. To hone a knife's cutting edge

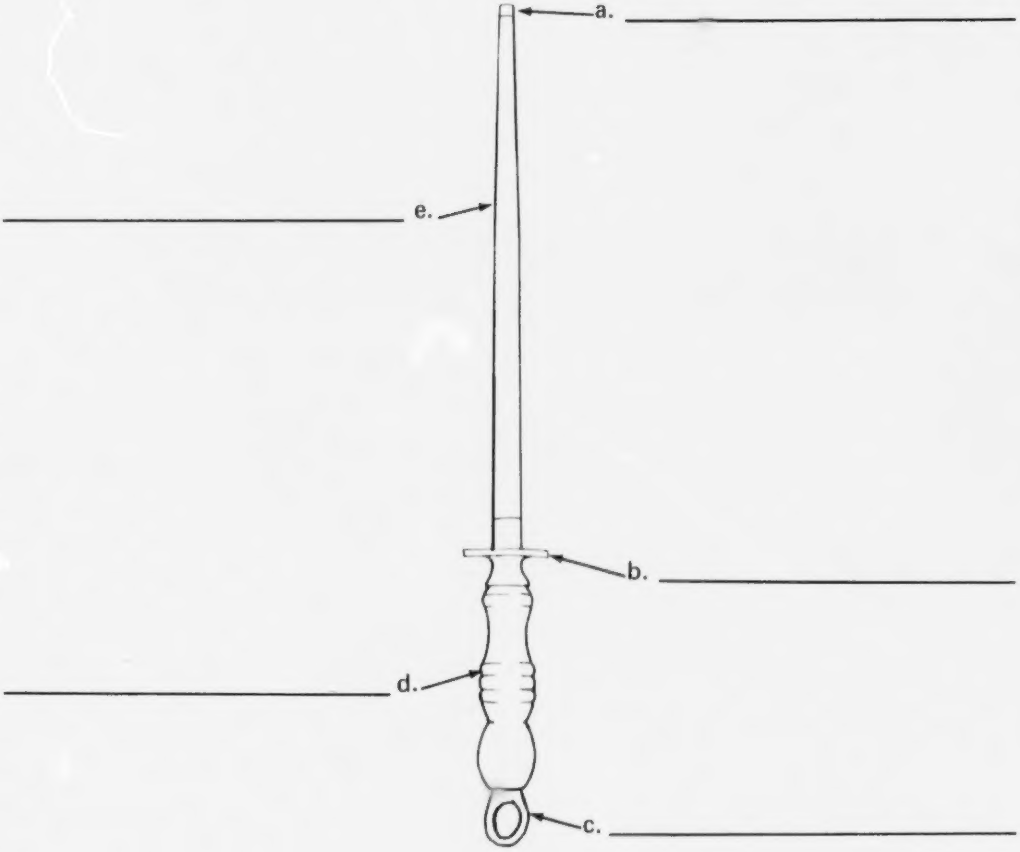
8. Butcher knife
9. French knife
10. Sharpening stone

3. Identify the parts of the knife illustrated below.



Written Test

4. Identify the parts of the steel illustrated below.



5. Complete the following statements concerning rules to follow when sharpening knives.

   a. Hold the knife at a constant ____________________ angle to the stone.

   b. Always sharpen in the same ____________________ to create saw-like ridges in the knive's edge.

   c. Make the strokes on each side in equal ____________________ and of equal ____________________.

Written Test

d. Use a ______________________________ stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first, then finish with a finer stone.

e. As a general rule, make ______________________________ strokes on each side of the blade.

6. Circle the words which best complete the following statements concerning the care of knives.

a. Wash knives by themselves, not with other (utensils, equipment).

b. (Place, Throw) knives one at a time into the sink; wash each individually.

c. (Dry, Store) each knife separately.

d. Store in a knife rack or a special holder in a drawer in the department in which it is (used, left).

e. Use a knife only for jobs for which it is (intended, convenient).

f. Use a (cutting board, counter); never cut on a metal surface.

7. Select true statements concerning knife safety practices by placing an "X" in the appropriate blanks.

______a. Sharpen knives only when they become very dull.

______b. If you drop a knife, do not attempt to catch it.

______c. Cut away from your body and hands.

______d. Hold items in your hand while cutting them.

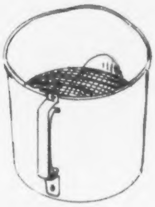
______e. Hand a knife to someone else by grasping the handle.

______f. Keep your eyes on your work.

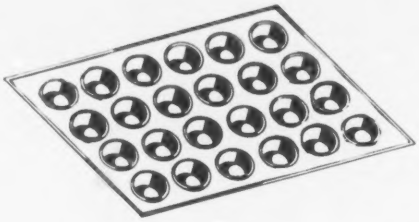
______g. Carry knives in front of you.

Written Test

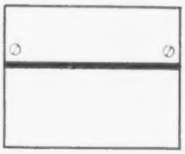
8. Identify the following baking tools and utensils.



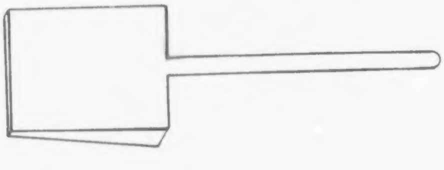
a. ______________________



b. ______________________



c. ______________________



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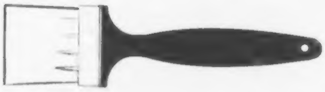

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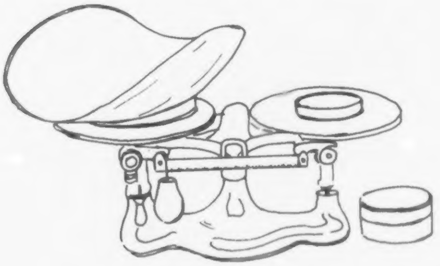
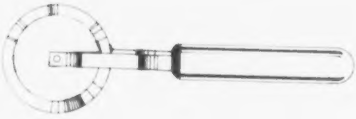


f. ______________________

165

Written Test



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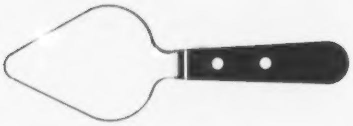

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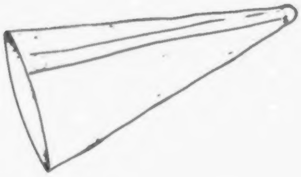
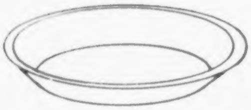


i. ______________________



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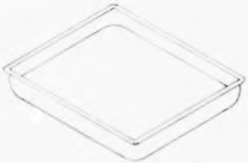

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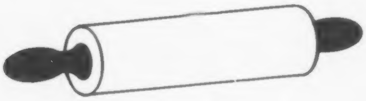

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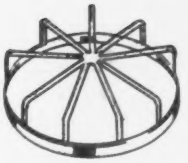
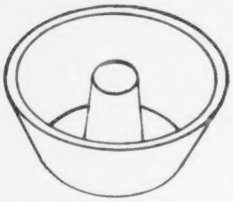
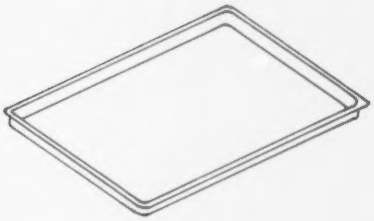
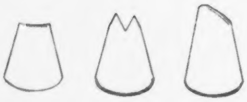
Written Test





m. ______________________ n. ______________________





o. ______________________ p. ______________________

9. Match the baking tools and utensils on the right with their uses.

_____a. To accurately weigh ingredients

_____b. To sift dry ingredients

_____c. To bake foods

_____d. To cut dough

_____e. To bake muffins

_____f. To cut all types of flat doughs

_____g. To hold icing during decorating

1. Flour sifter
2. Baking pan
3. Peel
4. Muffin tin
5. Pastry wheel
6. Pie pan
7. Rolling pin

Written Test

______h. To make designs with pastry bag

______i. To brush on liquids

______j. To place and remove products such as pizza, bread, and pies in ovens

______k. To mark pie or cake for portion control

______l. To bake tube cakes

______m. To roll dough to desired thickness

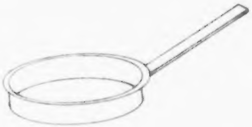
______n. To cut and serve pie or cake

______o. To bake pie crust or pies

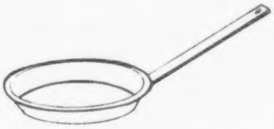
______p. To bake foods such as sheet cakes and large numbers or cookies and pastries

8. Baker's scales
9. Pastry bag
10. Sheet pan
11. Tube cake pan
12. Pastry brush
13. Dough cutter
14. Pastry tips
15. Pie or cake marker
16. Pie or cake knife

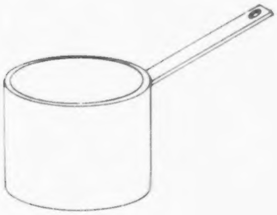
10. Identify the following cooking tools and utensils.



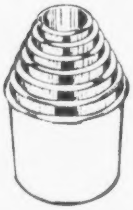
a. ______________________



b. ______________________



c. ______________________



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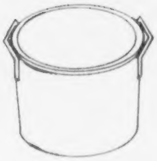
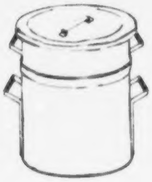
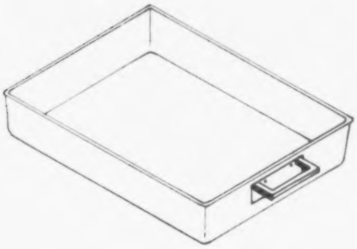
Written Test



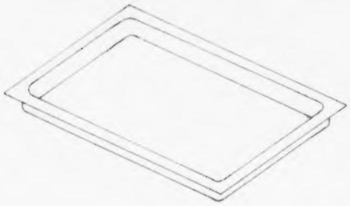
e. ______________________________



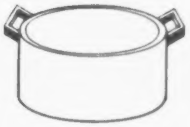
f. ______________________________



g. ______________________________



h. ______________________________



i. ______________________________

11. Match the cooking tools and utensils on the right with their uses.

______a. To cook small amounts of food quickly in a minimum amount of fat

______b. To cook foods on top of range

1. Saute pan
2. Brazier pan
3. Roasting pan

Written Test

______c. To roast meats

______d. To cook small amounts of food on top of range

______e. To store foods

______f. To cook foods that scorch easily

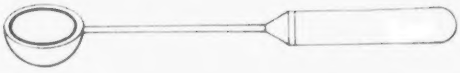
______g. To cook foods requiring a heavy-duty stewing pan with tightly fitting cover

______h. To cook and hold food for serving

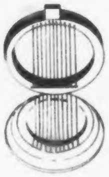
______i. To cook large quantities of food on top of range

4. Stock pot
5. Bain-marie pans
6. Sauce pot
7. Double boiler
8. Steam table pan
9. Sauce pan

12. Identify the following food preparation tools and utensils.



a. ______________________________



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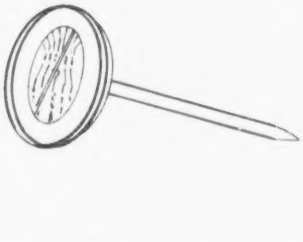

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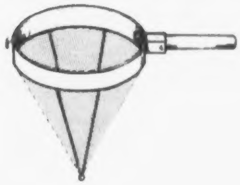
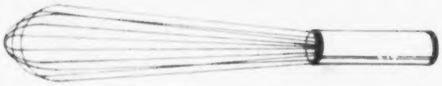
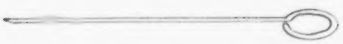


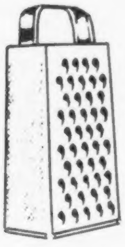
d. ______________________________

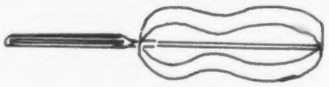
Written Test



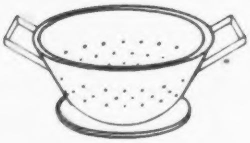


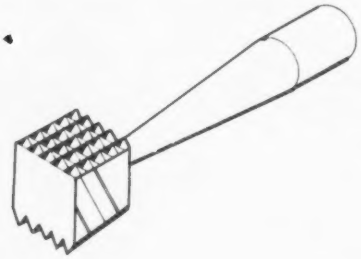
e. ______________________ f. ______________________





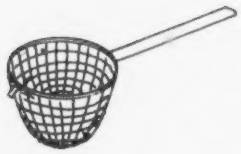
g. ______________________ h. ______________________



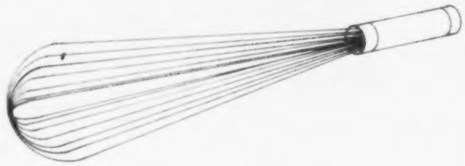


i. ______________________ j. ______________________

Written Test



k. ______________________________



l. ______________________________

13. Match the food preparation tools and utensils on the right with their uses.

_______a. To slice hard-cooked eggs

_______b. To grate or shred small amounts of food

_______c. To pound meat to make it tender

_______d. To strain fine particles from liquids

_______e. To strain liquids from food

_______f. To determine internal temperature when roasting meat

_______g. To combine dry ingredients with liquid

_______h. To strain foods

_______i. To peel vegetables

_______j. To cut fruits and vegetables into balls

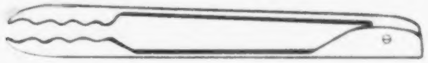
_______k. To hold food together for portion control

_______l. To incorporate air into liquids and thin mixtures

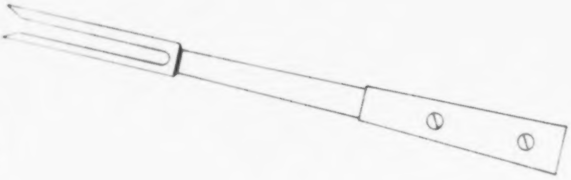
1. Strainer
2. Egg slicer
3. China cap
4. Hand meat tenderizer
5. Box grater
6. Melon baller
7. Vegetable peeler
8. Colander
9. French wire whip
10. Skewer
11. Meat thermometer
12. Piano wire whip

Written Test

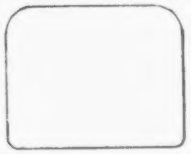
14. Identify the following food handling tools and utensils.



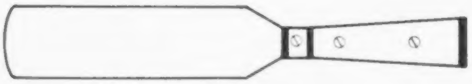
a. ____________________



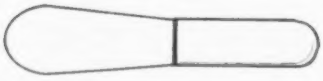
b. ____________________



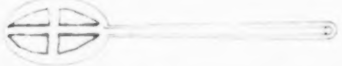
c. ____________________



d. ____________________

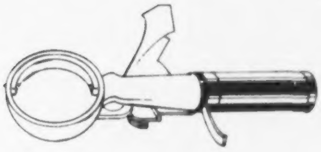


e. ____________________

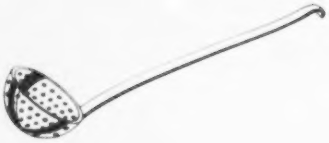


f. ____________________

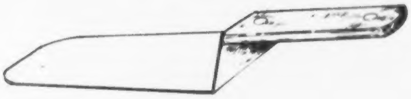
Written Test



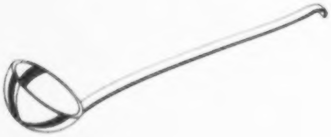
g. ______________________



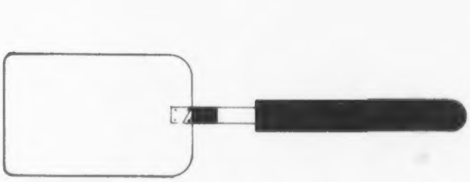
h. ______________________



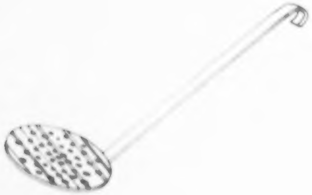
i. ______________________



j. ______________________

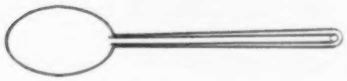


k. ______________________

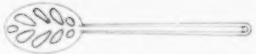


l. ______________________

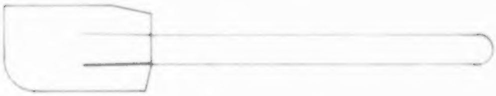
Written Test



m. ______________________



n. ______________________



o. ______________________

15. Match the food handling tools and utensils on the right with their uses.

______a.	To scrape down bowls	1. Kitchen fork
______b.	To portion and serve food	2. Food tongs
______c.	To remove food from cans, jars, and bowls	3. Perforated kitchen spoon
______d.	To stir, mix, or serve soups and sauces	4. Plastic scraper
______e.	So serve large cut vegetables	5. Disher
______f.	To turn food	6. Offset spatula
______g.	To ice cakes	7. Skimmer

Written Test

______h. To spread dressing or filling on bread

______i. To strain solids from liquids

______j. To serve small cut vegetables

______k. To fold, stir, or serve food

______l. To handle food

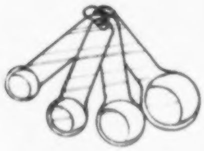
______m. To turn meat or hold meat while slicing

______n. To mix, spread, or scrape food

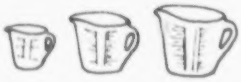
______o. To remove food particles that rise to the top of stocks and sauces

8. Slotted kitchen spoon
9. Solid ladle
10. Flat spatula
11. Rubber scraper
12. Hotcake or meat turner
13. Solid kitchen spoon
14. Perforated ladle
15. Sandwich spreader

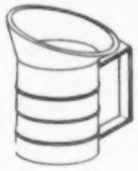
16. Identify the following measuring and weighing tools and utensils.



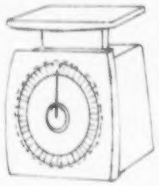
a. ______________________



b. ______________________

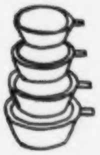


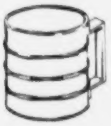
c. ______________________



d. ______________________

Written Test





e. ______________________ f. ______________________

17. Match the measuring and weighing tools and utensils on the right with their uses.

______a. To measure large quantities of dry ingredients from pints to gallons

______b. To weigh food such as ingredients in recipes or for portion control

______c. To measure dry foods in amounts of one cup or less

______d. To measure small amounts of liquid and dry ingredients

______e. To measure large quantities of liquid from pints to gallons

______f. To measure liquid in fluid ounces and fractional amounts

1. Measuring spoon set
2. Portion scales
3. Large volume dry measure
4. Graduated liquid measuring cups
5. Graduated dry measuring cup set
6. Large volume liquid measure

18. Complete the following rules to observe in the use and care of hand tools and utensils.

a. Use only those items ______________________ for the job.

b. Use only as ______________________ for the job.

c. Use ______________________ container for amount to be prepared.

d. ______________________ work in order to have correct hand tools and utensils available when needed.

e. ______________________ hand tools and utensils in proper area.

f. Store hand tools and utensils ______________________ side up.

g. ______________________ after use.

h. Report ______________________ tools to supervisor.

***Permission to duplicate this test is granted.**

Use and Care of Hand Tools and Utensils
Unit 3

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Compare Accuracy of Methods of Measuring Rating ______

Comments: ______________________________

____

Job Sheet 1—Use a Steel Rating ______

Comments: ______________________________

____

Job Sheet 2—Sharpen a French Knife Rating ______

Comments: ______________________________

____

Job Sheet 3—Weigh a Dry Ingredient Using Baker's Scales Rating ______

Comments: ______________________________

____

Job Sheet 4—Weigh a Liquid Ingredient Using Portion Scales Rating ______

Comments: ______________________________

____

Job Sheet 5—Measure Small Amounts of Dry and Liquid Ingredients Rating ______

Comments: ______________________________

____

Job Sheet 6—Measure a Liquid Ingredient Rating ______

Comments: ______________________________

____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

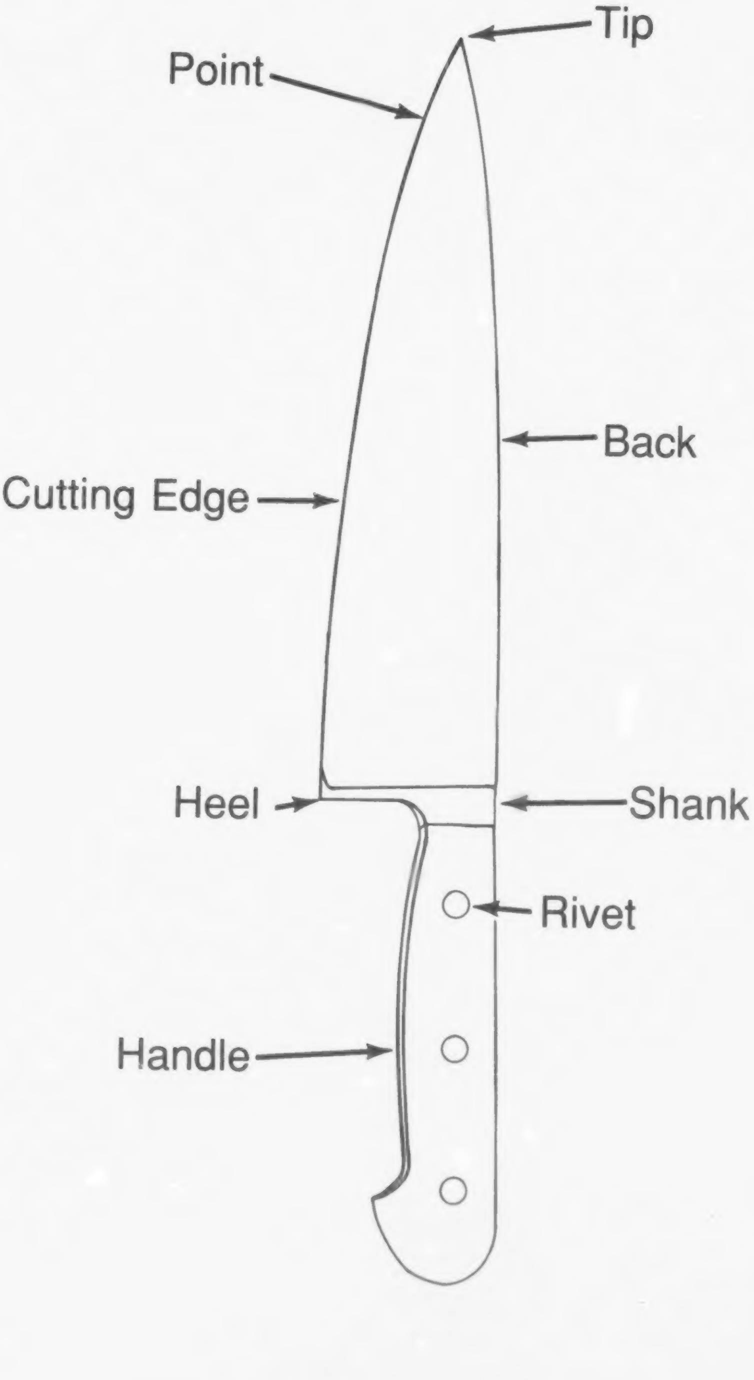
Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

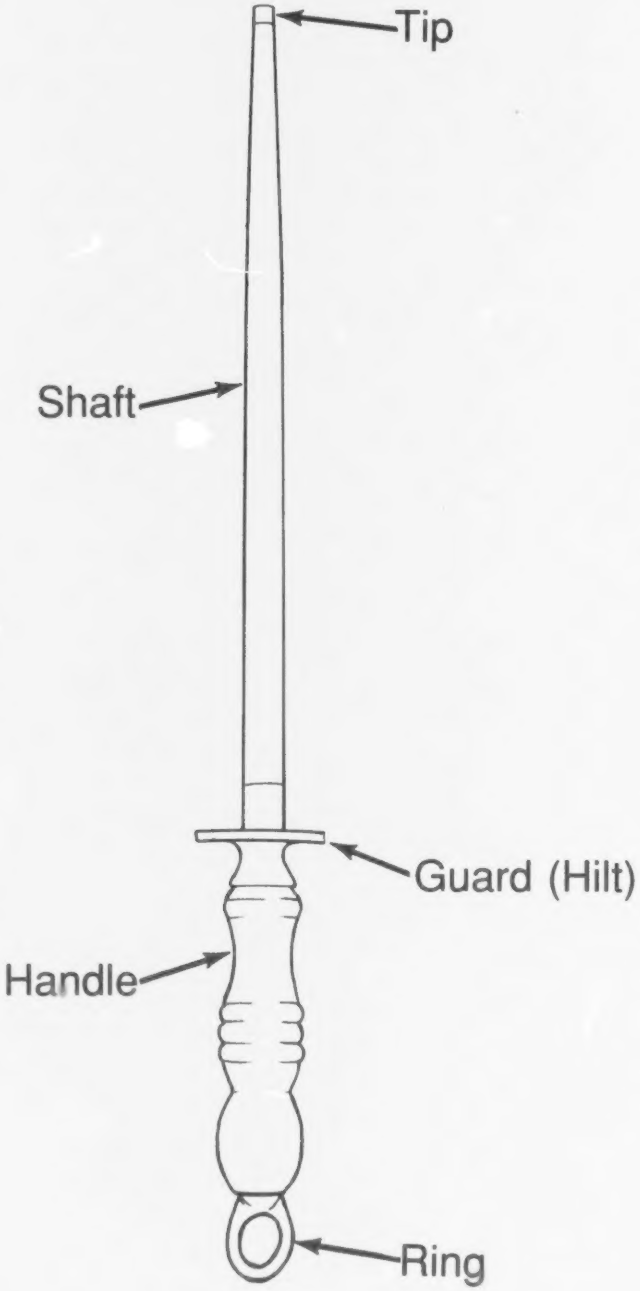
*Permission to duplicate this form is granted.**

179

Parts of a Knife


Tip
Point
Back
Cutting Edge
Heel
Shank
Rivet
Handle

Parts of a Steel

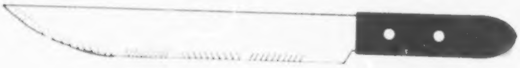

Tip
Shaft
Guard (Hilt)
Handle
Ring

Use and Care of Hand Tools and Utensils
Unit 3

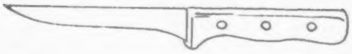
Information Sheet

1. **Knives and sharpening tools**

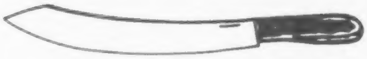
   a. Bread knife



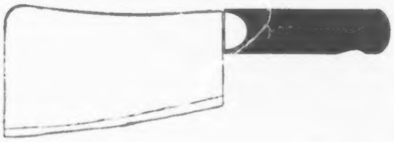
   b. Boning knife



   c. Butcher knife



   d. Cleaver

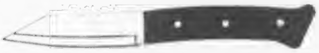


Information Sheet

e. French knife

Note: This is also called a chef knife and is the most common knife used.

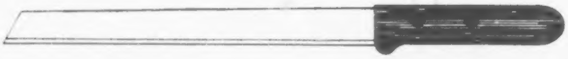
f. Paring knife



g. Utility knife

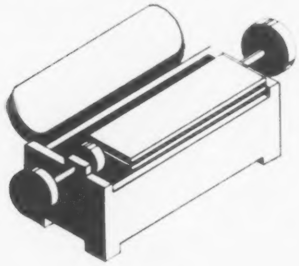
Note: This is also called a salad knife.

h. Slicer

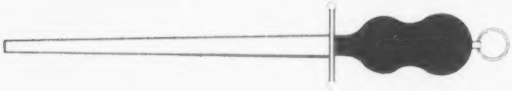


Information Sheet

i. Sharpening stone



j. Steel



2. **Uses of knives and sharpening tools**

a. Bread knife — To slice bread or cake

Note: The cutting edge is serrated to create a saw-like motion when used.

b. Boning knife — To remove bone from meat

c. Butcher knife — To cut all types of meat

d. Cleaver

- To trim chops and cut through bone
- To dress poultry

e. French knife

- To slice, cut, and shred raw fruits and vegetables
- To slice hot or warm meat
- To chop small quantities of food such as parsley, onions, or nuts
- To dice and mince ingredients

Information Sheet

f. Paring knife

- To peel fruits and vegetables
- To cut or slice fruits and vegetables

g. Utility knife

- To core lettuce
- To pare and section fruits

h. Slicer

Note: The specific name of a slicer indicates its use, such as *ham slicer.*

- To slice all kinds of meat
- To slice tomatoes and lettuce wedges

i. Sharpening stone — To sharpen knives

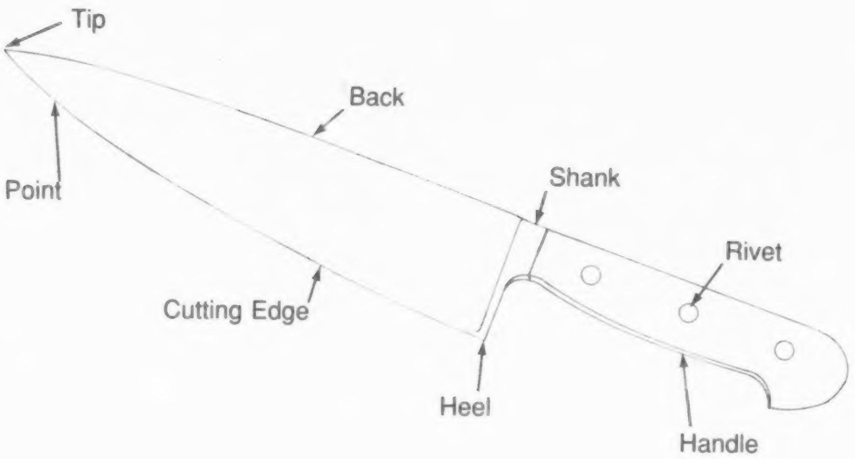
Note: Stones can be coarse, medium, or fine.

j. Steel — To hone a knife's cutting edge

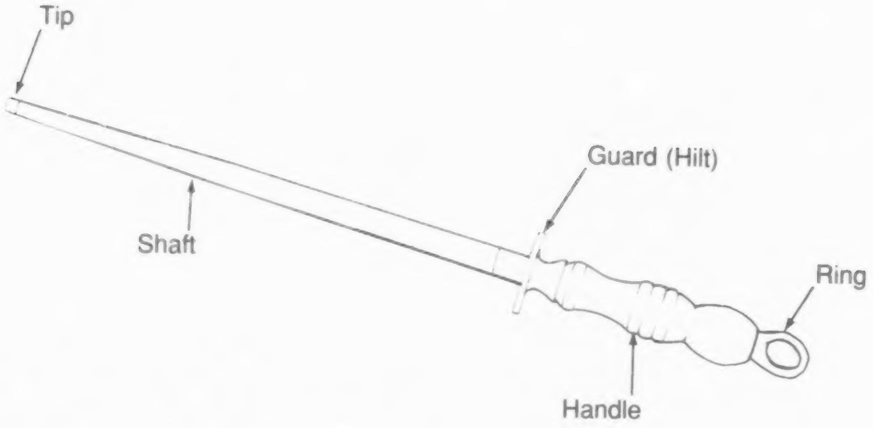
Note: Ceramic sharpening steels will actually perform a sharpening function.

Information Sheet

3. Parts of a knife


Tip
Back
Point
Shank
Rivet
Cutting Edge
Heel
Handle

4. Parts of a steel


Tip
Guard (Hilt)
Shaft
Ring
Handle

Information Sheet

5. Rules to follow when sharpening knives

Note: The method for sharpening a French knife is given; angle to stone will vary for other knives.

a. Hold the knife at a constant 20-degree angle to the stone.

b. Always sharpen in the same direction to create saw-like ridges in the knife's edge.

c. Make the strokes on each side in equal numbers and of equal pressure.

Note: Use the full length of the stone to maintain an even surface.

d. Use a medium stone to sharpen most knives; if a knife is particularly dull, use a coarse stone first, then finish with a finer stone.

e. As a general rule, make five strokes on each side of the blade.

6. Care of knives

Caution: Use extreme care when handling knives.

a. Wash knives by themselves, not with other utensils.

Caution: Never place knives in water and leave unattended.

b. Place knives one at a time in sink; wash each individually.

c. Dry each knife separately.

d. Store in a knife rack or a special holder in a drawer in the department in which it is used.

Note: Do not store knives loose in a drawer as this may dull the cutting edge and creates a safety hazard.

e. Use a knife only for jobs for which it is intended.

Example: Knives are not designed to pry lids open.

f. Use a cutting board; never cut on a metal surface.

Information Sheet

7. Knife safety practices

Caution: Never leave knives unattended in work area.

a. Sharpen knives frequently.

Note: A sharp knife is safer than a dull knife.

b. Keep knife handle free from grease or other slippery materials.

c. If you drop a knife, do not attempt to catch it.

d. Cut away from your body and hands.

e. Place items to be cut on a cutting board; do not hold in your hand.

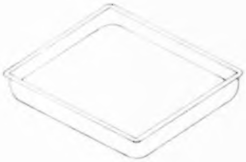
f. Place the knife on a table and allow others to pick it up instead of handing it to them.

g. Keep your eyes on your work.

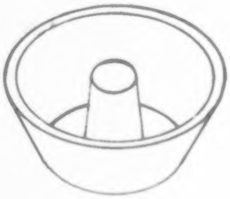
h. Carry knives point down at your side.

8. Baking tools and utensils

a. Baking pan



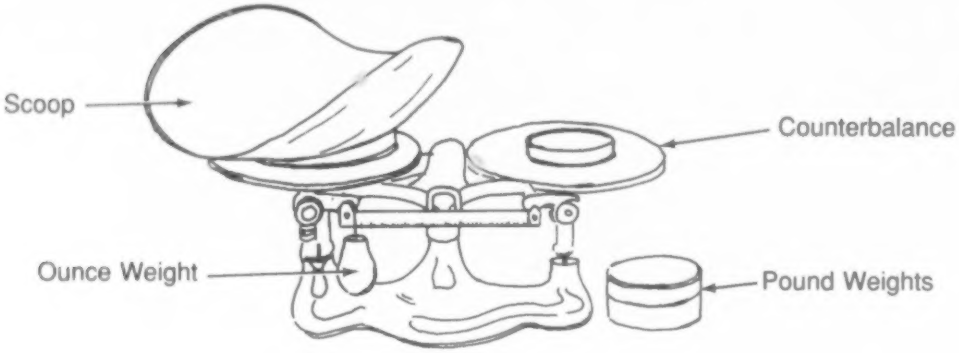
b. Tube cake pan



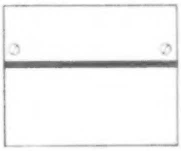
Information Sheet

c. Baker's scales

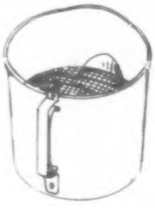
Note: Baker's scales are also called balance scales and may be used in all food production areas that require ingredients to be weighed.


Scoop
Counterbalance
Ounce Weight
Pound Weights

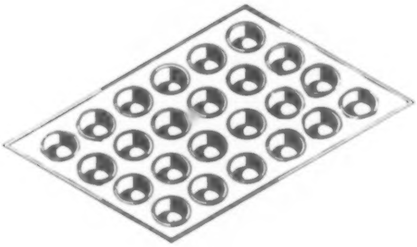
d. Dough cutter



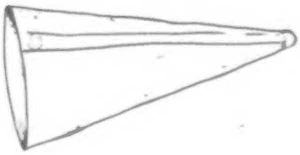
e. Flour sifter



f. Muffin tin

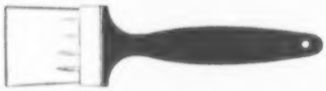


g. Pastry bag

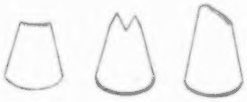


Information Sheet

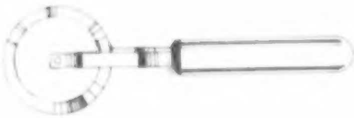
h. Pastry brush



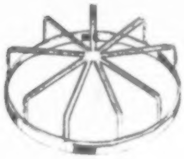
i. Pastry tips



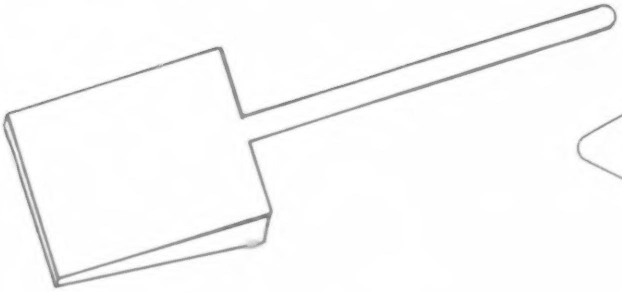
j. Pastry wheel



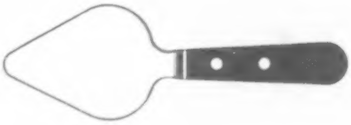
k. Pie or cake marker



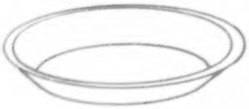
l. Peel



m. Pie or cake knife



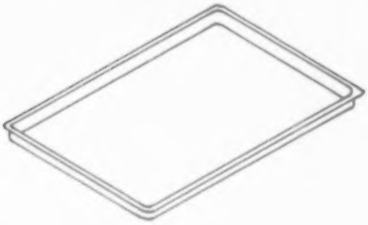
n. Pie pan



o. Rolling pin

Information Sheet

p. Sheet pan



9. Uses of baking tools and utensils

a. Baking pan — To bake foods

b. Tube cake pan — To bake tube cakes

Examples: Angel food, chiffon

c. Baker's scales — To accurately weigh ingredients

- Scoop—To hold dry ingredients
- Counter balance—To balance the scoop
- Ounce weight—To weigh fractional ounces up to one pound
- Pound weights—To weigh larger amounts

d. Dough cutter — To cut dough

Note: This is also used for scraping table tops.

e. Flour sifter — To sift dry ingredients

f. Muffin tin — To bake muffins

g. Pastry bag — To hold icing during decorating

h. Pastry brush — To brush on liquids

i. Pastry tips — To make designs with pastry bag

j. Pastry wheel — To cut all types of flat doughs

k. Pie or cake marker — To mark pie or cake for portion control

Information Sheet

l. Peel — To place and remove products such as pizza, bread, and pies in ovens

m. Pie or cake knife — To cut and serve pie or cake

n. Pie pan — To bake pie crust or pies

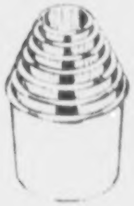
o. Rolling pin — To roll dough to desired thickness

p. Sheet pan — To bake foods such as sheet cakes and large numbers of cookies and pastries

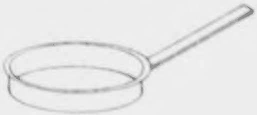
Note: This is also referred to as a bun pan.

10. Cooking tools and utensils

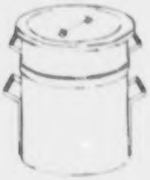
a. Bain-marie pans



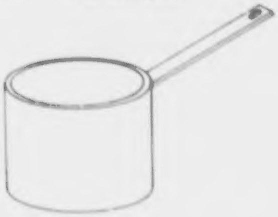
b. Brazier pan



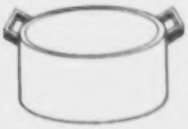
c. Double boiler



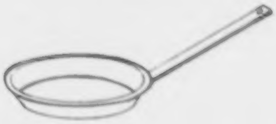
d. Sauce pan



e. Sauce pot

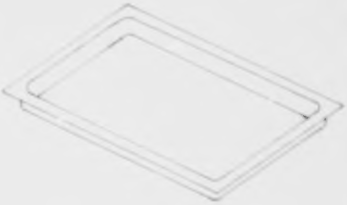


f. Saute pan



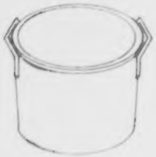
Information Sheet

g. Steam table pan

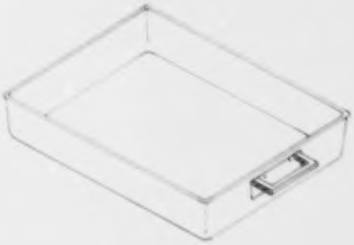


h. Stock pot

Note: A stock pot has a larger capacity but is not as heavy as a sauce pot.



i. Roasting pan



11. Uses of cooking tools and utensils

a. Bain-marie pans — To store foods

b. Double boiler — To cook foods that scorch easily

c. Saute pan — To cook small amounts of food quickly in a minimum amount of fat

Note: Egg skillets are variations of saute pans; some may be coated with a non-stick material.

d. Sauce pan — To cook small amounts of food on top of range

e. Sauce pot — To cook foods on top of range

Note: A large surface area is needed while preparing sauces.

Information Sheet

f. Brazier pan — To cook foods requiring a heavy duty stewing pan with tightly fitting cover

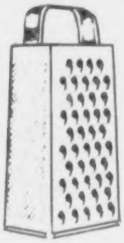
g. Steam table pan — To cook and hold food for serving

h. Stock pot — To cook large quantities of food on top of range

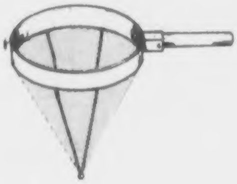
i. Roasting pan — To roast meats

12. **Food preparation tools and utensils**

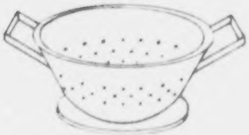
a. Box grater



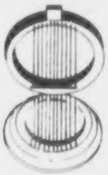
b. China cap



c. Colander

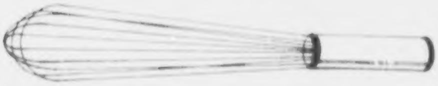


d. Egg slicer

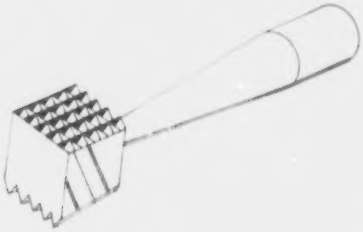


e. French wire whip

Note: This type of whip is made of rigid wire

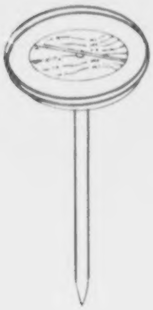


f. Hand meat tenderizer



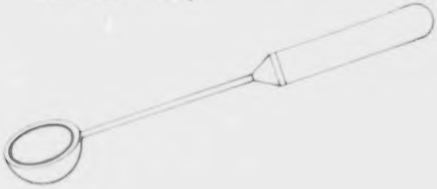
Information Sheet

g. Meat thermometer



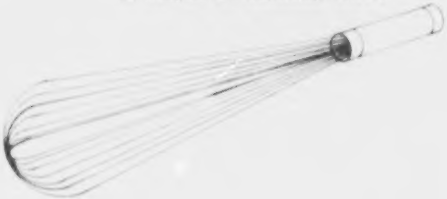
h. Melon baller

Note: This is also called a Parisian scoop.

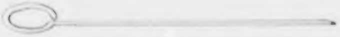


i. Piano wire whip

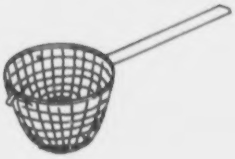
Note: This type of whip is made of flexible wire.



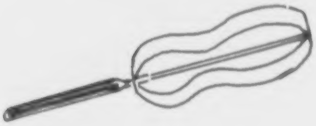
j. Skewer



k. Strainer



l. Vegetable peeler



13. Uses of food preparation tools and utensils

a. Box grater — To grate or shred small amounts of food

b. China cap — To strain fine particles from liquids

c. Colander — To strain liquids from food

Information Sheet

d. Egg slicer — To slice hard-cooked eggs

e. French wire whip — To combine dry ingredients with liquid

f. Hand meat tenderizer — To pound meat to make it tender

g. Meat thermometer — To determine internal temperature when roasting meat

h. Melon baller — To cut fruits and vegetables into balls

i. Piano wire whip — To incorporate air into liquids and thin mixtures

j. Skewer — To hold food together for portion control

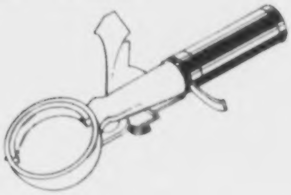
k. Strainer — To strain foods

l. Vegetable peeler — To peel vegetables

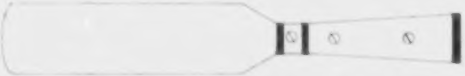
Note: This can also be used to make thin slices or curls.

14. **Food handling tools and utensils**

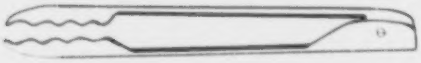
a. Disher



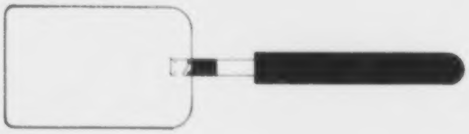
b. Flat spatula



c. Food tongs

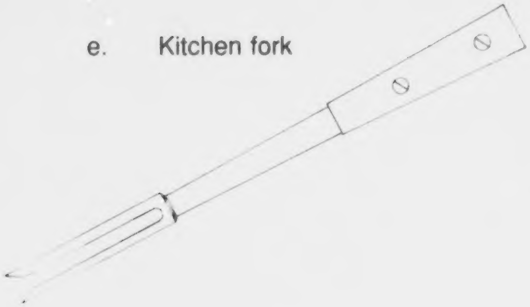


d. Hotcake or meat turner

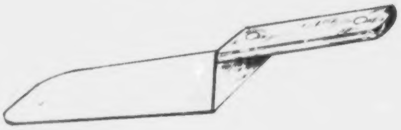


Information Sheet

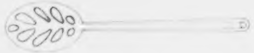
e. Kitchen fork



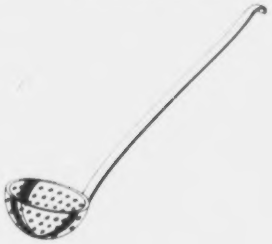
f. Offset spatula



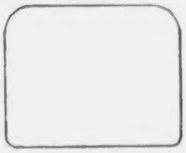
g. Perforated kitchen spoon



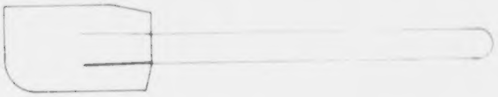
h. Perforated ladle



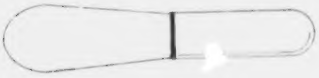
i. Plastic scraper



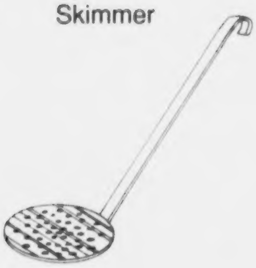
j. Rubber scraper



k. Sandwich spreader

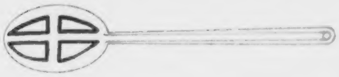


l. Skimmer

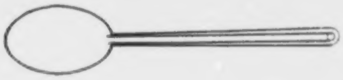


Information Sheet

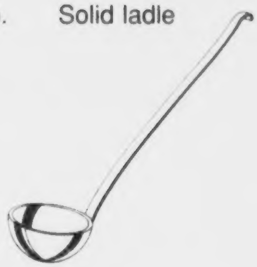
m. Slotted kitchen spoon



n. Solid kitchen spoon



o. Solid ladle



15. Uses of food handling tools and utensils

a. Disher — To portion and serve food

Note: For portion control, the number on the disher indicates servings per quart.

Example: **Disher Measurements**

Number*	Measure
8	½ c.
10	6 Tbsp.
12	⅓ c.
16	¼ c.
20	3 ⅕ Tbsp.
24	2 ⅔ Tbsp.
30	1 ⅕ Tbsp.
40	1 ⅗ Tbsp.

*Portions per quart

b. Flat spatula — To ice cakes

c. Food tongs — To handle food

d. Hotcake or meat turner — To turn food

e. Kitchen fork — To turn meat or hold meat while slicing

Information Sheet

f. Offset spatula — To mix, spread, or scrape food

g. Perforated kitchen spoon — To serve small cut vegetables

h. Perforated ladle — To strain solids from liquids

i. Plastic scraper — To scrape down bowls

j. Rubber scraper — To remove food from cans, jars, and bowls

k. Sandwich spreader — To spread dressing or filling on bread

l. Skimmer — To remove food particles that rise to the top of stocks and sauces

Note: A skimmer is also used to remove food particles from deep fat fryers.

m. Slotted kitchen spoon — To serve large cut vegetables

n. Solid kitchen spoon — To fold, stir, or serve food

o. Solid ladle — To stir, mix, or serve soups and sauces

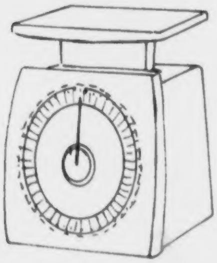
Note: For portion control, the number on the ladle indicates amount of serving:

Example: **Ladle Measurements**

Size	Measure
1 ounce	⅛ c.
2 ounces	¼ c.
4 ounces	½ c.
6 ounces	¾ c.
8 ounces	1 c.

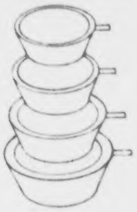
16. Measuring and weighing tools and utensils

a. Portion scales



b. Graduated dry measuring cup set

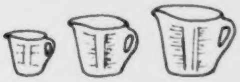
Note: These are available in ¼, ⅓, ½, and 1 cup sizes.



Information Sheet

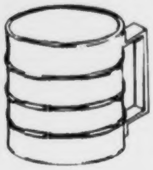
c. Graduated liquid measuring cups

Note: These are available in cup, pint, and quart sizes.



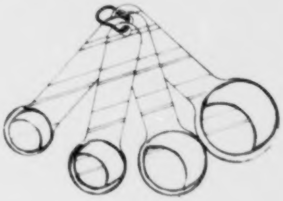
d. Large volume dry measure

Note: These are available in pint, quart, half gallon, and gallon sizes.



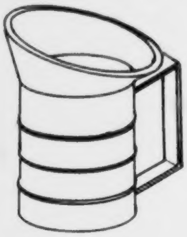
e. Measuring spoon set

Note: Sets include tablespoon, teaspoon, ½ teaspoon, and ¼ teaspoon.



f. Large volume liquid measure

Note: These are available in pint, quart, half gallon, and gallon sizes.



17. **Uses of measuring and weighing tools and utensils**

a. Portion scales — To weigh food such as ingredients in recipes or for portion control

b. Graduated dry measuring cup set — To measure dry foods in amounts of one cup or less

Note: Measuring cups may also be used to measure shortening.

c. Graduated liquid measuring cups — To measure liquid in fluid ounces and fractional amounts

d. Large volume dry measure — To measure large quantities of dry ingredients from pints to gallons

Information Sheet

e. Measuring spoon set — To measure small amounts of liquid and dry ingredients

Note: Care must be exercised when using for liquids.

f. Large volume liquid measure — To measure large quantities of liquid from pints to gallons

Note: These are usually not accurate for less than the full amount due to difficulty in seeing level contents.

18. Rules to observe in the use and care of hand tools and utensils

a. Use only those items needed for the job.

b. Use only as intended for the job.

c. Use correct size container for amount to be prepared.

d. Plan work in order to have correct hand tools and utensils available when needed.

e. Store hand tools and utensils in proper area.

f. Store hand tools and utensils bottom side up.

Note: This will prevent dust from getting inside and moisture from accumulating.

g. Clean after use.

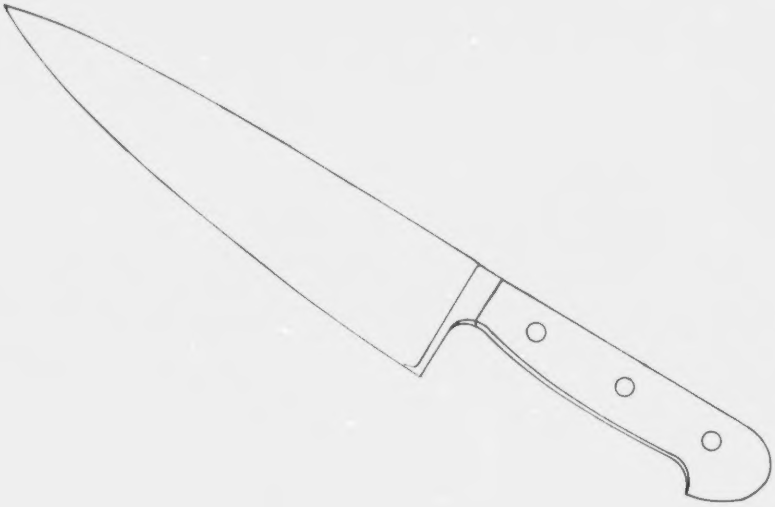
h. Report unusable tools to supervisor.

Use and Care of Hand Tools and Utensils
Unit 3

Student Supplement 1—Identify Parts of a Knife

Name ______________________________

Directions: Draw an arrow on the illustration below to correspond with each of the **eight** parts of a knife. Label each part with the correct name.

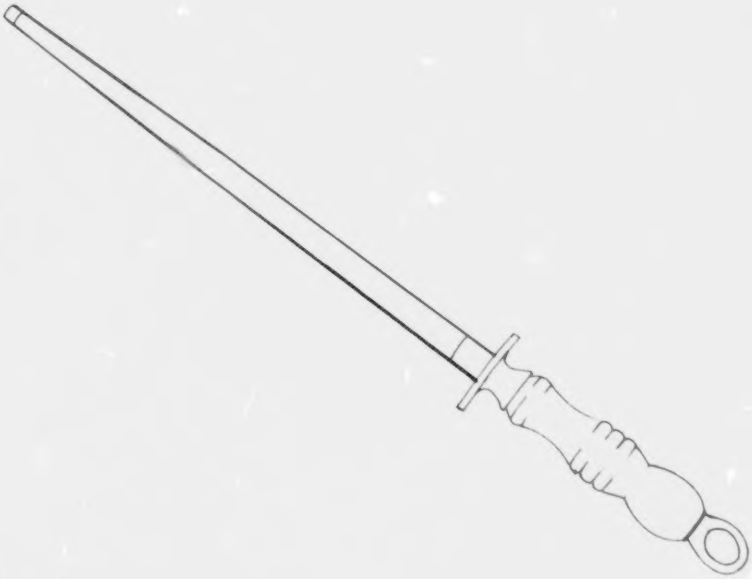


Use and Care of Hand Tools and Utensils
Unit 3

Student Supplement 2—Identify Parts of a Sharpening Steel

Name ____

Directions: Draw an arrow on the illustration below to correspond with each of the **five** parts of a sharpening steel. Label each part with the correct name.



Use and Care of Hand Tools and Utensils
Unit 3

Assignment Sheet 1—Compare Accuracy of Methods of Measuring

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Care in measuring	______
Valid reasoning	______

Directions: Specific methods for measuring certain ingredients must be followed to insure the success of the recipe. If these methods are not followed, wide variations can result. Do the following comparisons and answer the questions that follow. The above criteria will be used to evaluate your performance.

1. Flour should be sifted and gently placed in the measuring cup by spoonfuls, then leveled with a spatula. Weigh one cup of flour using this method, then weigh one cup of flour dipped from the bin or sack and leveled.

   - Weight of sifted flour ______________________________
   - Weight of dipped flour ______________________________
   - Which weighs the most? ______________________________
   - What difference do you think this would make in a recipe?

     ____

     ____

2. Brown sugar should be firmly packed so that it holds its shape when turned out of a cup. Weigh one cup of firmly packed brown sugar and one cup of brown sugar poured loosely into a cup without packing.

   - Weight of firmly packed brown sugar ______________________
   - Weight of loosely poured brown sugar ______________________
   - Which weighs the most? ______________________________
   - What difference do you think this would make in a recipe?

     ____

     ____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 1—Use a Steel

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Safety precautions observed	______
Knife blade honed to a smooth, sharp cutting edge	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Steel
Knife

B. Procedure

Caution: Use extreme care when working with knives.

☐ 1. Stand in a balanced position that will allow you to control arm movement.

Note: The steel will remain stationary while the knife is moved with wrist action.

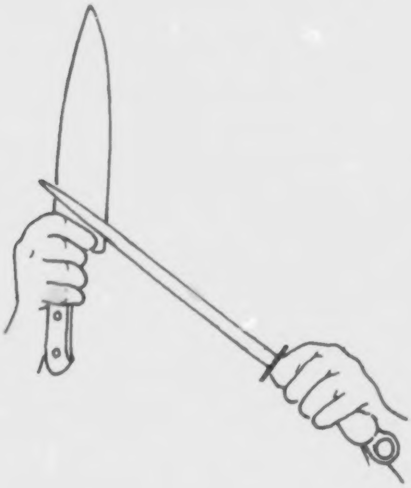
☐ 2. Grasp the knife and steel firmly by their handles.

Note: The metal protrusions of the guard on the steel are designed to protect the user's hand.

Job Sheet 1

☐ 3. Hold the steel at approximately a 45-degree angle at arm's length away from the body (Figure 1).

Figure 1

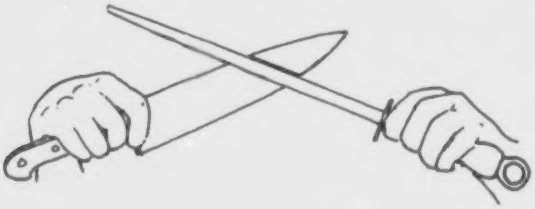


☐ 4. Start with the knife in a vertical position, lightly touching heel of knife to tip of steel at a 20-degree angle to the steel (Figure 1).

☐ 5. Begin to pass the knife edge along the length of the steel, maintaining light pressure and a constant 20-degree angle (Figure 2).

Note: This is done with wrist action while the arms remain still.

Figure 2



Job Sheet 1

☐ 6. Continue in a smooth motion, using the entire length of the steel (Figure 2).

Note: Listen for a melodic ring as you use the steel; if you hear a grinding noise you are applying too much pressure.

☐ 7. Complete the movement by passing the tip of the knife across the steel (Figure 2).

Note: Do not strike the guard with the knife.

☐ 8. Start the next stroke with the knife on the opposite side of the steel at a 20-degree angle to the tip of the steel.

☐ 9. Pass the knife along the steel as before, maintaining light pressure and a constant 20-degree angle.

☐ 10. Stroke the knife on the steel five times on each side.

☐ 11. Clean tools and materials and return them to proper storage.

☐ 12. Clean the work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 2—Sharpen a French Knife

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Safety precautions observed	______
Knife is sharpened free from jagged edges or nicks	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Sturdy work table
Sharpening stone
Steel
Water or mineral oil
French knife

B. Procedure

Caution: Use extreme care when working with knives.

☐ 1. Place the sharpening stone near the edge of the table on a damp towel to prevent slippage.

Note: For general sharpening, use a medium texture stone; for a severely abused knife, start with a coarse texture stone.

☐ 2. Lubricate the stone with mineral oil or water.

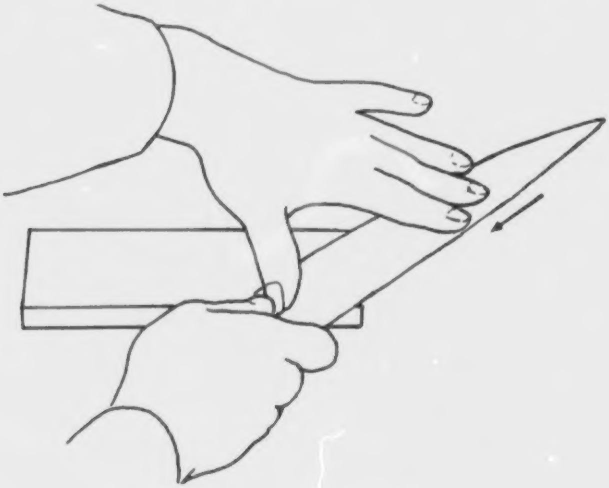
Note: Vegetable oil is not recommended as it may leave a sticky film on the stone.

☐ 3. Stand in a balanced position that will allow you to use the full surface of the stone.

Job Sheet 2

☐ 4. Grasp the knife firmly by the handle (Figure 1).

Figure 1



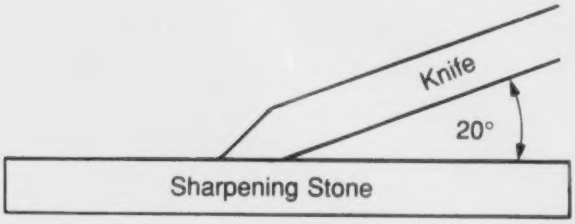
☐ 5. Use the four most comfortable fingers of the guiding hand to stabilize the knife and maintain constant pressure on the blade (Figure 1).

Note: The guiding hand is the one not holding the knife.

☐ 6. Place the heel of the knife at one corner of the stone close to the table edge (Figure 1).

☐ 7. Set the blade at a 20-degree angle, touching the stone (Figure 2).

Figure 2



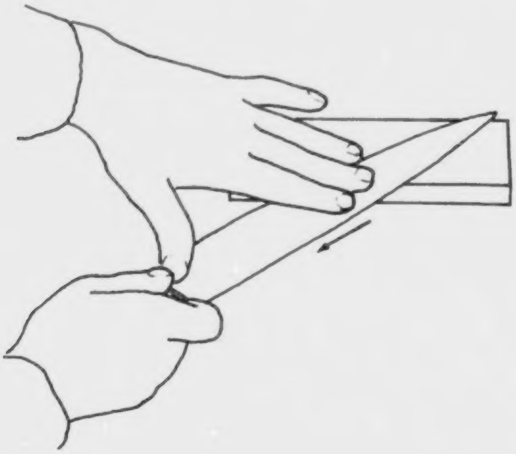
Job Sheet 2

☐ 8. Begin to draw the knife across the stone, gently, but with abrasive action on the blade (Figure 1).

☐ 9. Continue movement in a smooth action, maintaining angle and pressure through the blade tip across the surface of the stone (Figure 3).

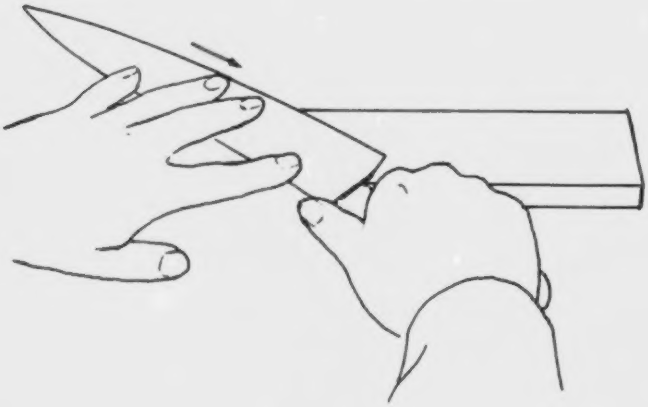
Note: Five strokes for each side of the blade will generally be enough.

Figure 3



☐ 10. Turn the knife around so that the side of the blade just sharpened is now facing up and use guiding hand to establish and maintain constant pressure (Figure 4).

Figure 4



Job Sheet 2

☐ 11. Set the knife at a 20-degree angle and position the heel at the opposite corner of the stone (Figure 4).

☐ 12. Draw the knife across the stone in the same manner as the opposite side (Figure 4).

☐ 13. Use a steel on the knife edge to finely hone it.

☐ 14. Clean tools and materials and return them to proper storage.

☐ 15. Clean the work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 3—Weigh a Dry Ingredient Using Baker's Scales

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Scale properly set for desired weight of ingredient	______
Ingredient in scoop perfectly balanced with set amount of weight	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

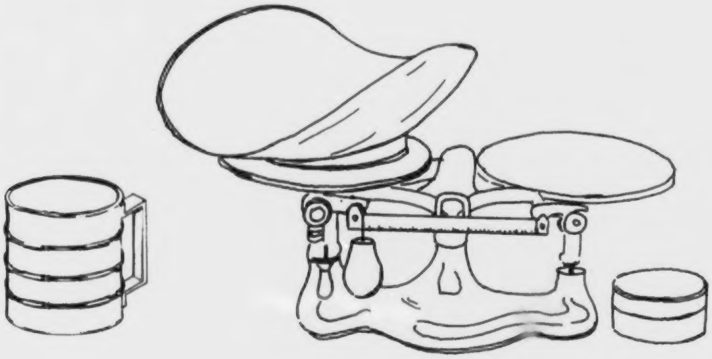
A. Tools and materials

Baker's scale	Large volume dry measure
Flour or sugar	Spoon

B. Procedure

☐ 1. Place the scoop on the left side of the scales and the counterbalance on the right side of the scales (Figure 1).

Figure 1



Job Sheet 3

☐ 2. Set the ounce weight on zero; the scales should then be in balance (Figure 1).

☐ 3. Fill the large volume dry measure with flour or sugar.

☐ 4. Set the scales at desired weight of ingredient by placing weights on the counterbalance and moving the ounce weight until desired amount is reached.

Note: The scales will no longer balance.

☐ 5. Pour flour or sugar from the dry measure into the scoop until the scales are balanced.

Note: If too much of the dry ingredient is poured, the left side will be lower than the right; if too little is poured, the right side will be lower.

☐ 6. Remove or add small amounts of the dry ingredient with a spoon until the scales are perfectly balanced.

☐ 7. Repeat the procedure with different weights.

☐ 8. Clean the tools and equipment and return them to proper storage.

☐ 9. Clean the work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 4—Weigh a Liquid Ingredient Using Portion Scales

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Accurate weight of water achieved using different types of containers	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Tools and materials

Portion scale
Water
Large volume liquid measure
1-pint measuring cup
Mixing bowl

B. Procedure

☐ 1. Fill large volume liquid measure with water.

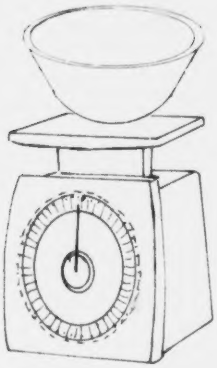
☐ 2. Place the mixing bowl on the scale platform.

☐ 3. Adjust the dial on the scales so that zero is aligned with the pointer (Figure 1).

Note: This allows the scales to record the weight of the contents without the additional weight of the container.

Job Sheet 4

Figure 1



☐ 4. Pour water into the mixing bowl until desired weight is indicated by the pointer.

Note: For this exercise, use 12 ounces.

☐ 5. Set aside mixing bowl of water.

☐ 6. Repeat the procedure using the one-pint measuring cup and the same weight of water.

☐ 7. Compare the amount of water in the measuring cup with that in the bowl.

Note: Observe the level of water in the measuring cup, then pour it out and refill with the water in the mixing bowl. There should be an equal amount of water even though very different kinds of containers were used.

☐ 8. Clean the tools and equipment and return them to proper storage.

☐ 9. Clean the work area.

Evaluator's comments: ____________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 5—Measure Small Amounts of Dry and Liquid Ingredients

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Dry ingredient accurately measured	______
Liquid ingredient accurately measured	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Tools and materials

Set of measuring spoons
Dry ingredient (baking soda)
Liquid ingredient (water)
Waxed paper
Spatula

B. Procedure

☐ 1. Measure a dry ingredient.

a. Put measuring spoon of desired size in dry ingredient container and stir well.

Note: Spoon must be dry.

b. Heap the measuring spoon with dry ingredient.

c. Hold the spoon over a container or waxed paper and level off with a spatula.

d. Return the excess amount leveled off to the original container.

☐ 2. Measure a liquid ingredient.

a. Select measuring spoon of desired size.

Job Sheet 5

b. Fill with liquid ingredient.

Note: You may need to level off thick liquids such as corn syrup.

☐ 3. Clean tools and materials and return them to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Use and Care of Hand Tools and Utensils
Unit 3

Job Sheet 6—Measure a Liquid Ingredient

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Accurate measurement achieved with various amounts of liquid	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Tools and materials

Transparent measuring cup
Container of water

B. Procedure

☐ 1. Place measuring cup on counter.

☐ 2. Pour water into cup to desired level.

Note: Practice measuring different amounts, such as ½ cup, ⅔ cup, ¾ cup, etc.

☐ 3. Check measurement by holding measuring cup at eye level.

☐ 4. Add or remove liquid as needed to get exact measurement.

☐ 5. Clean tools and materials and return them to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________________

____

____

Use and Care of Equipment
Unit 4

Objective Sheet

Unit Objective

After completing this unit, the student should be able to operate and clean various types of food production equipment. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Identify types of equipment.
2. List types of equipment with food contact surfaces that must be sanitized just prior to use.
3. Select true statements concerning general operating procedures for equipment.
4. Select true statements concerning safety requirements for equipment.
5. Operate a doughnut machine. (Job Sheet 1)
6. Clean a doughnut machine. (Job Sheet 2)
7. Operate a dish machine. (Job Sheet 3)
8. Clean a dish machine. (Job Sheet 4)
9. Operate a waste disposer. (Job Sheet 5)
10. Operate a mixer. (Job Sheet 6)
11. Clean a mixer. (Job Sheet 7)
12. Operate a slicer. (Job Sheet 8)
13. Clean a slicer. (Job Sheet 9)
14. Operate a vertical cutter mixer. (Job Sheet 10)
15. Clean a vertical cutter mixer. (Job Sheet 11)

Objective Sheet

16. Operate a food chopper. (Job Sheet 12)
17. Clean a food chopper. (Job Sheet 13)
18. Operate a deep fat fryer. (Job Sheet 14)
19. Clean a gas deep fat fryer. (Job Sheet 15)
20. Clean an electric deep fat fryer. (Job Sheet 16)
21. Operate a tilting brazier. (Job Sheet 17)
22. Clean a tilting brazier. (Job Sheet 18)
23. Operate a steamer. (Job Sheet 19)
24. Clean a steamer. (Job Sheet 20)
25. Operate a steam jacketed kettle. (Job Sheet 21)
26. Clean a steam jacketed kettle. (Job Sheet 22)
27. Operate a meat tenderizer. (Job Sheet 23)
28. Clean a meat tenderizer. (Job Sheet 24)
29. Use a steam table. (Job Sheet 25)
30. Clean a steam table. (Job Sheet 26)
31. Operate a conventional oven. (Job Sheet 27)
32. Clean a conventional oven. (Job Sheet 28)
33. Operate a convection oven. (Job Sheet 29)
34. Clean a convection oven. (Job Sheet 30)
35. Operate a microwave oven. (Job Sheet 31)
36. Clean a microwave oven. (Job Sheet 32)
37. Operate a rotary toaster. (Job Sheet 33)
38. Clean a rotary toaster. (Job Sheet 34)
39. Operate coffee equipment. (Job Sheet 35)

Objective Sheet

40. Clean an urn coffee maker. (Job Sheet 36)
41. Operate a range. (Job Sheet 37)
42. Clean a range. (Job Sheet 38)
43. Operate a broiler. (Job Sheet 39)
44. Clean a broiler. (Job Sheet 40)
45. Operate a grill. (Job Sheet 41)
46. Clean a grill. (Job Sheet 42)
47. Use platform scales. (Job Sheet 43)
48. Clean a work table. (Job Sheet 44)
49. Clean a can opener. (Job Sheet 45)
50. Operate a blender. (Job Sheet 46)
51. Clean a blender. (Job Sheet 47)
52. Clean a milk dispenser. (Job Sheet 48)

Use and Care of Equipment
Unit 4

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review safety and sanitary procedures from *Food Production, Management, and Services: Introduction* with the class. Have students discuss equipment or parts of equipment that require special care in handling. Skill areas: **listening** and **oral communication**.

2. Invite service representatives to class to demonstrate to the students how to operate and clean soft drink dispensers, malt machines, and other pieces of equipment used in your kitchen which are not covered in this unit. Have students take notes, then practice using and cleaning these pieces of equipment. Skill areas: **writing, listening,** and **organizational effectiveness**.

3. Take a field trip to a food production operation that uses equipment not found in your kitchen. Allow students to observe the equipment in use and to ask questions regarding the safe operation and cleaning of these pieces of equipment. Skill areas: **listening,** and **oral communication**.

References Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Longree, Karla, and Gertrude Armbruster. *Quantity Food Sanitation*. New York: John Wiley and Sons, 1987.

3. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd Ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.

4. Terrell, Margaret E. *Professional Food Preparation*. New York: Macmillan, 1979.

5. Vail, Gladys E., et al. *Foods*, 7th Ed. Boston: Houghton Mifflin Co., 1978.

6. West, B., L. Wood, and V. Harger. *Food Service in Institutions*. New York: John Wiley and Sons, 1977.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Use and Care of Equipment
Unit 4

Answers to Written Test

1. a. Dish machine
   b. Mixer
   c. Vertical cutter mixer
   d. Deep fat fryer
   e. Steamer
   f. Meat tenderizer
   g. Steam jacketed kettle
   h. Tilting skillet or brazier
   i. Food chopper
   j. Slicer
   k. Waste disposer
   l. Doughnut machine
   m. Conventional oven
   n. Range
   o. Microwave oven
   p. Toaster
   q. Steam table
   r. Convection oven
   s. Coffee machine
   t. Can opener
   u. Blender
   v. Work table
   w. Grill
   x. Broiler
   y. Milk dispenser
   z. Platform scales

2. Any six of the following:

   a. Blender
   b. Doughnut machine
   c. Food chopper
   d. Meat tenderizer
   e. Milk dispenser
   f. Mixer
   g. Slicer
   h. Can opener

3. a, b, c, e, f

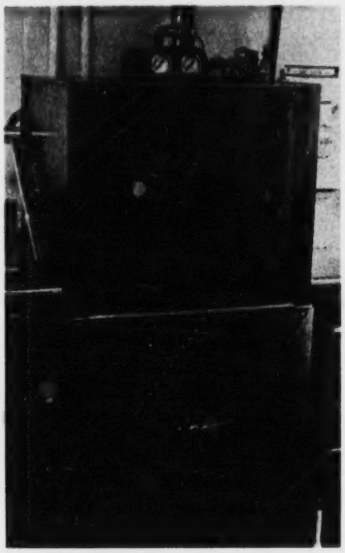
4. a, c, e, f

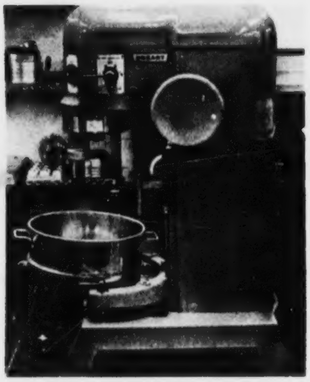
Use and Care of Equipment
Unit 4

Written Test

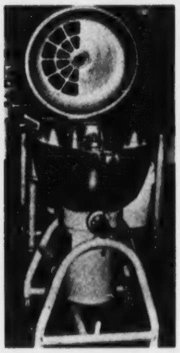
Name ______________________________ Score ____________

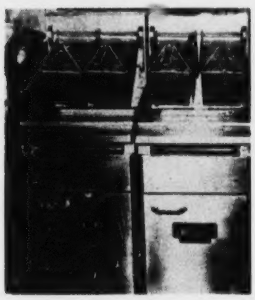
1. Identify the following types of equipment.





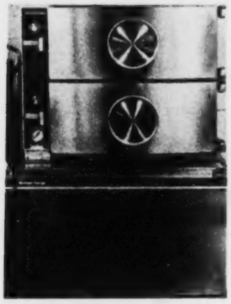
a. ____________________ b. ____________________



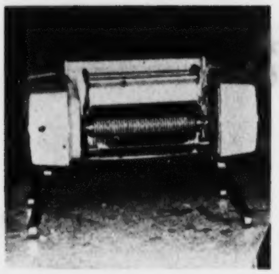


c. ____________________ d. ____________________

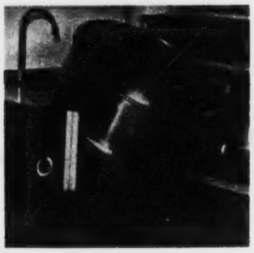
Written Test



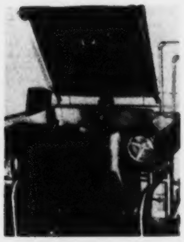
e. ______________________



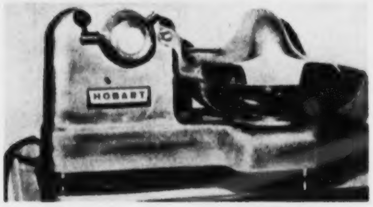
f. ______________________



g. ______________________

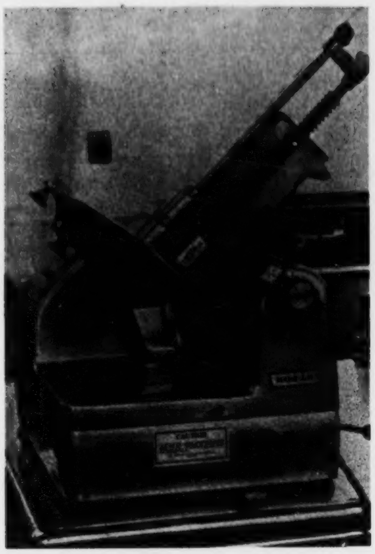


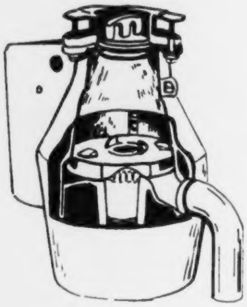
h. ______________________



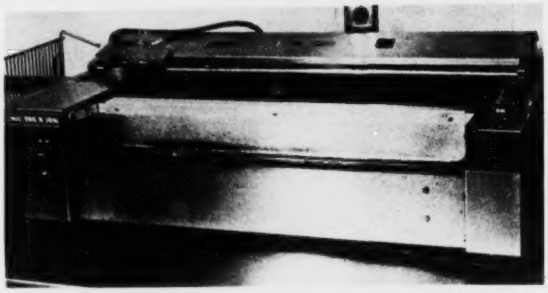
i. ______________________

Written Test



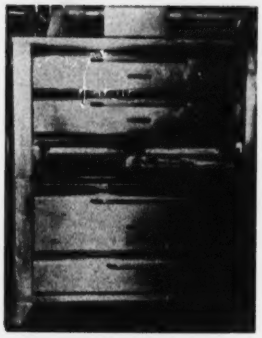


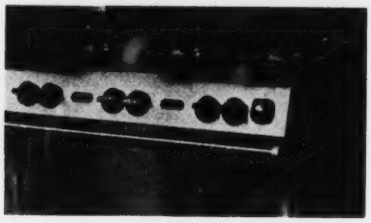
j. ______________________________ k. ______________________________



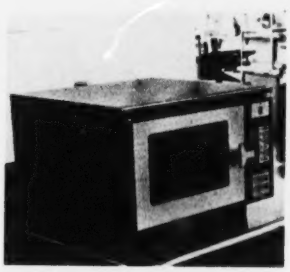
l. ______________________________

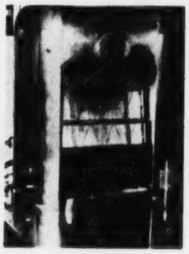
Written Test



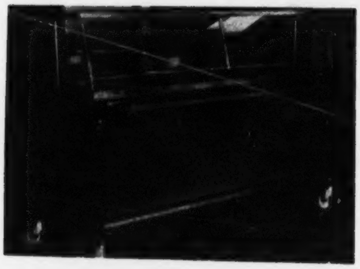


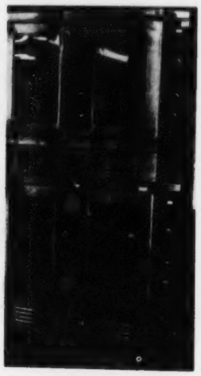
m. ______________________________ n. ______________________________





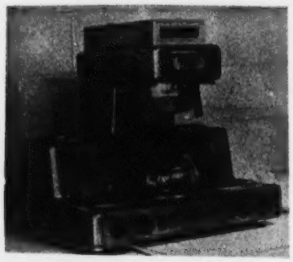
o. ______________________________ p. ______________________________

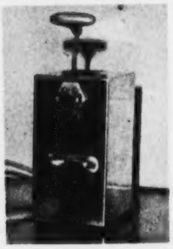




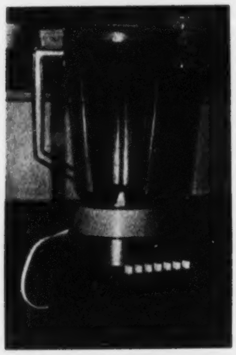
q. ______________________________ r. ______________________________

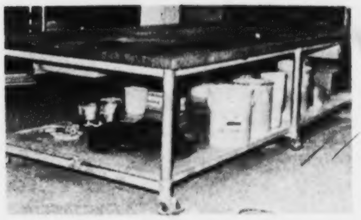
Written Test



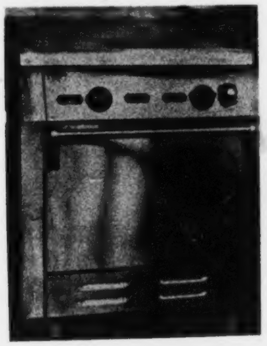


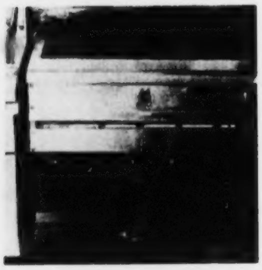
s. ______________________ t. ______________________





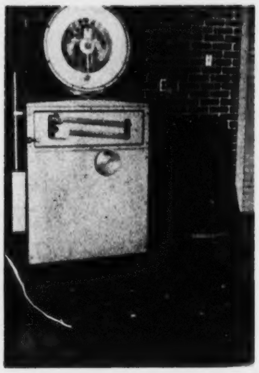
u. ______________________ v. ______________________





w. ______________________ x. ______________________

Written Test



y. ______________________ z. ______________________

2. List six types of equipment with food contact surfaces that must be sanitized just prior to use.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

3. Select true statements concerning general operating procedures for equipment by placing an "X" in each appropriate blank.

______a. Turn off switches prior to adjusting the speed.

______b. Notify supervisor when parts of a machine have been misplaced.

______c. Clear work area of unneeded equipment or supplies before using a machine.

______d. Wear loose clothing while using electrical equipment.

______e. Notify supervisor when in doubt about use of equipment.

______f. Turn speed control to the proper setting before starting a machine.

______g. Follow the manufacturer's directions only for operation.

Written Test

4. Select true statements concerning safety requirements for equipment by placing an "X" in each appropriate blank.

_______a. Operator must be trained on each piece of equipment.

_______b. Operator must have observed the equipment break down.

_______c. Operator must demonstrate the ability to set up, use, and clean the equipment to the satisfaction of the supervisor.

_______d. Equipment should be left unattended during use.

_______e. Operator must know and use all safety features on the equipment.

_______f. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use.

***Permission to duplicate this test is granted.**

Use and Care of Equipment
Unit 4

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Operate a Doughnut Machine Rating _____

Comments: ____

Job Sheet 2—Clean a Doughnut Machine Rating _____

Comments: ____

Job Sheet 3—Operate a Dish Machine Rating _____

Comments: ____

Job Sheet 4—Clean a Dish Machine Rating _____

Comments: ____

Job Sheet 5—Operate a Waste Disposer Rating _____

Comments: ____

Job Sheet 6—Operate a Mixer Rating _____

Comments: ____

Job Sheet 7—Clean a Mixer Rating _____

Comments: ____

Job Sheet 8—Operate a Slicer Rating _____

Comments: ____

Unit Evaluation Form

Job Sheet 9—Clean a Slicer Rating ______

Comments: ______________________________

Job Sheet 10—Operate a Vertical Cutter Mixer Rating ______

Comments: ______________________________

Job Sheet 11—Clean a Vertical Cutter Mixer Rating ______

Comments: ______________________________

Job Sheet 12—Operate a Food Chopper Rating ______

Comments: ______________________________

Job Sheet 13—Clean a Food Chopper Rating ______

Comments: ______________________________

Job Sheet 14—Operate a Deep Fat Fryer Rating ______

Comments: ______________________________

Job Sheet 15—Clean a Gas Deep Fat Fryer Rating ______

Comments: ______________________________

Job Sheet 16—Clean an Electric Deep Fat Fryer Rating ______

Comments: ______________________________

Job Sheet 17—Operate a Tilting Brazier Rating ______

Comments: ______________________________

Unit Evaluation Form

Job Sheet 18—Clean a Tilting Brazier Rating ______

Comments: ____

____

Job Sheet 19—Operate a Steamer Rating ______

Comments: ____

____

Job Sheet 20—Clean a Steamer Rating ______

Comments: ____

____

Job Sheet 21—Operate a Steam Jacketed Kettle Rating ______

Comments: ____

____

Job Sheet 22—Clean a Steam Jacketed Kettle Rating ______

Comments: ____

____

Job Sheet 23—Operate a Meat Tenderizer Rating ______

Comments: ____

____

Job Sheet 24—Clean a Meat Tenderizer Rating ______

Comments: ____

____

Job Sheet 25—Use a Steam Table Rating ______

Comments: ____

____

Job Sheet 26—Clean a Steam Table Rating ______

Comments: ____

____

Unit Evaluation Form

Job Sheet 27—Operate a Conventional Oven Rating ______

Comments: ______

Job Sheet 28—Clean a Conventional Oven Rating ______

Comments: ______

Job Sheet 29—Operate a Convection Oven Rating ______

Comments: ______

Job Sheet 30—Clean a Convection Oven Rating ______

Comments: ______

Job Sheet 31—Operate a Microwave Oven Rating ______

Comments: ______

Job Sheet 32—Clean a Microwave Oven Rating ______

Comments: ______

Job Sheet 33—Operate a Rotary Toaster Rating ______

Comments: ______

Job Sheet 34—Clean a Rotary Toaster Rating ______

Comments: ______

Job Sheet 35—Operate Coffee Equipment Rating ______

Comments: ______

Unit Evaluation Form

Job Sheet 36—Clean an Urn Coffee Maker Rating ______

Comments: ____

____

Job Sheet 37—Operate a Range Rating ______

Comments: ____

____

Job Sheet 38—Clean a Range Rating ______

Comments: ____

____

Job Sheet 39—Operate a Broiler Rating ______

Comments: ____

____

Job Sheet 40—Clean a Broiler Rating ______

Comments: ____

____

Job Sheet 41—Operate a Grill Rating ______

Comments: ____

____

Job Sheet 42—Clean a Grill Rating ______

Comments: ____

____

Job Sheet 43—Use Platform Scales Rating ______

Comments: ____

____

Job Sheet 44—Clean a Work Table Rating ______

Comments: ____

____

Unit Evaluation Form

Job Sheet 45—Clean a Can Opener Rating ______

Comments: ______________________________

Job Sheet 46—Operate a Blender Rating ______

Comments: ______________________________

Job Sheet 47—Clean a Blender Rating ______

Comments: ______________________________

Job Sheet 48—Clean a Milk Dispenser Rating ______

Comments: ______________________________

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________________

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

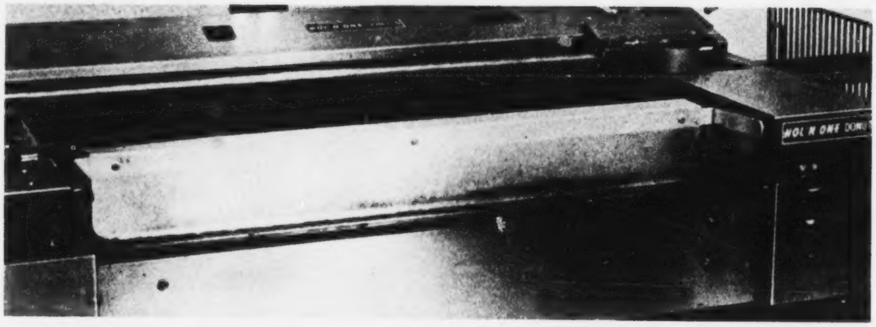
***Permission to duplicate this form is granted.**

Use and Care of Equipment
Unit 4

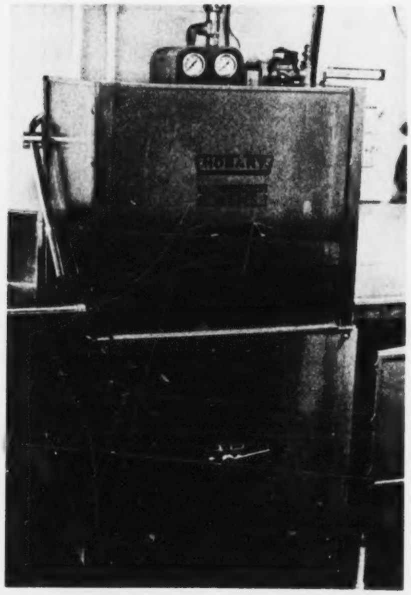
Information Sheet

1. **Types of equipment**

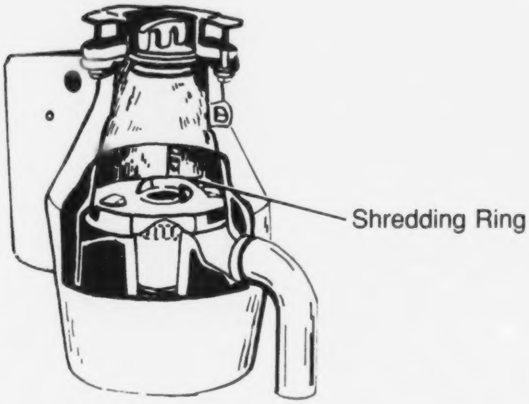
   a. Doughnut machine



   b. Dish machine



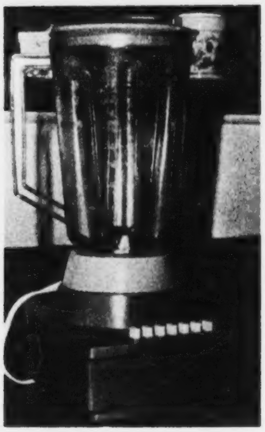
c. Waste disposer


Shredding Ring

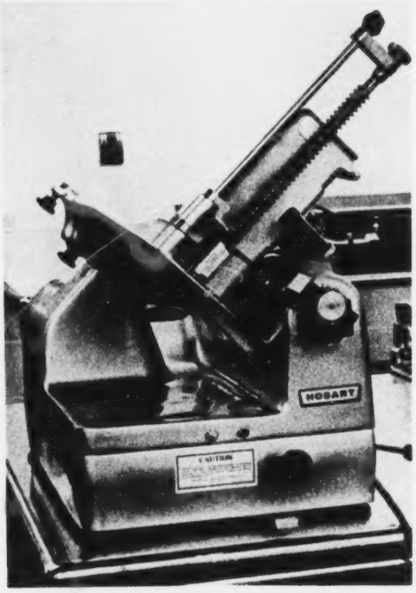
d. Mixer

Information Sheet

e. Blender

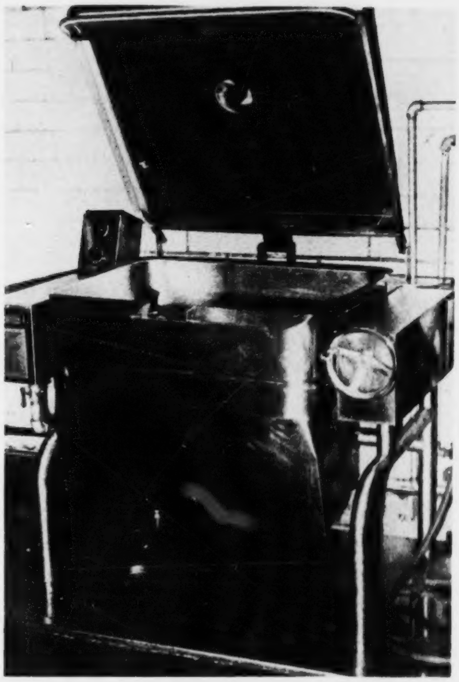


f. Slicer

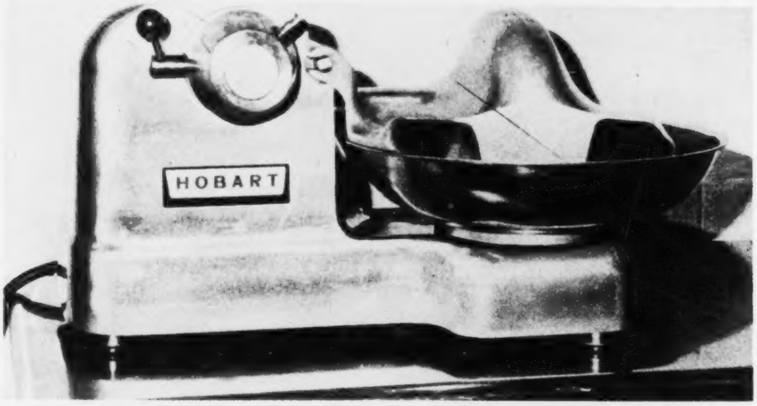

HOBART
CAUTION

Information Sheet

g. Tilting skillet or brazier

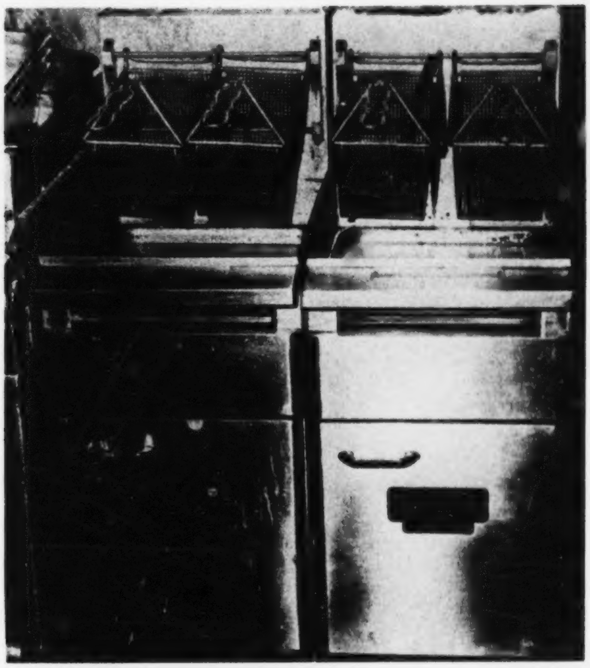


h. Food chopper (Buffalo chopper)

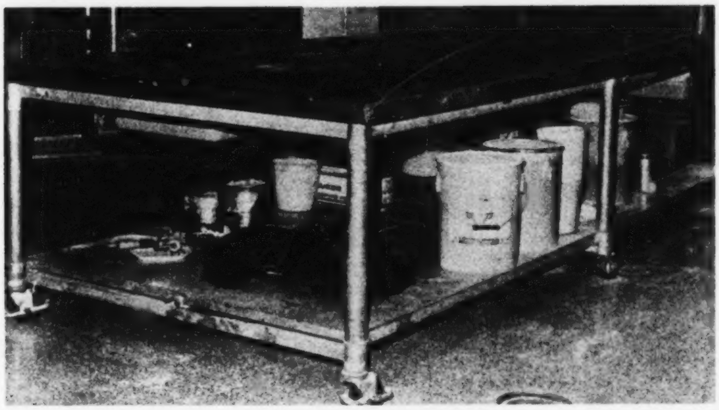


Information Sheet

i. Deep fat fryer



j. Work table

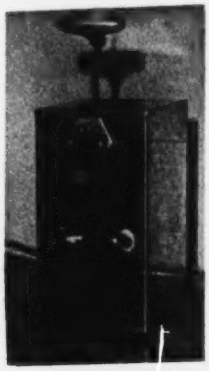


Information Sheet

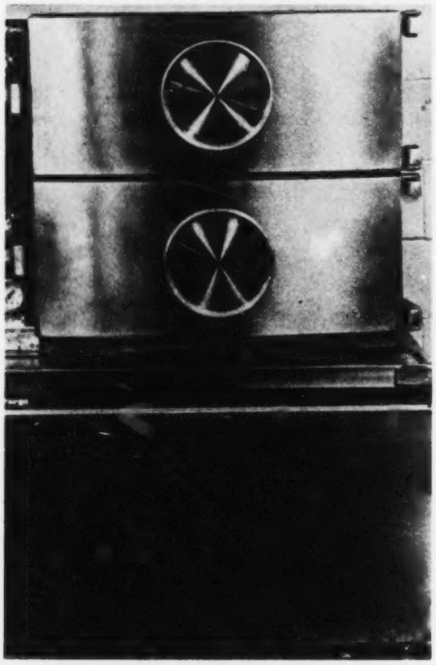
k. Can openers

- Manual

- Electric

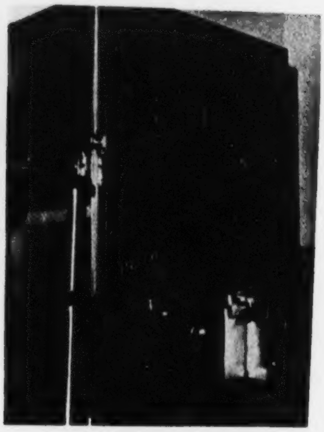


l. Steamer

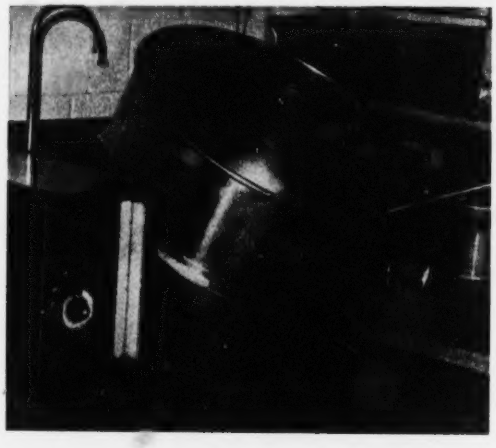


Information Sheet

m. Milk dispensers

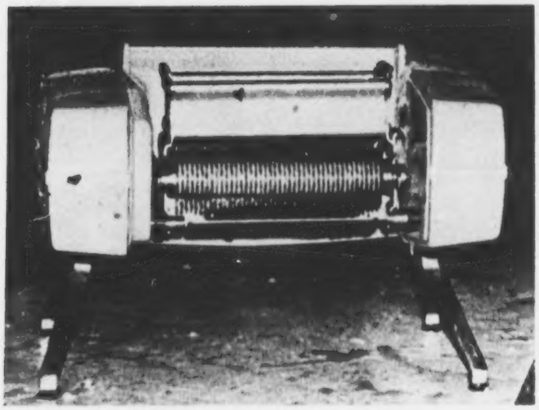


n. Steam jacketed kettle

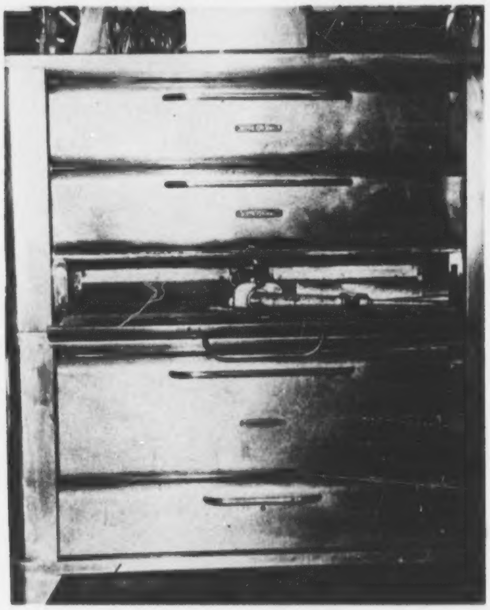


Information Sheet

o. Meat tenderizer

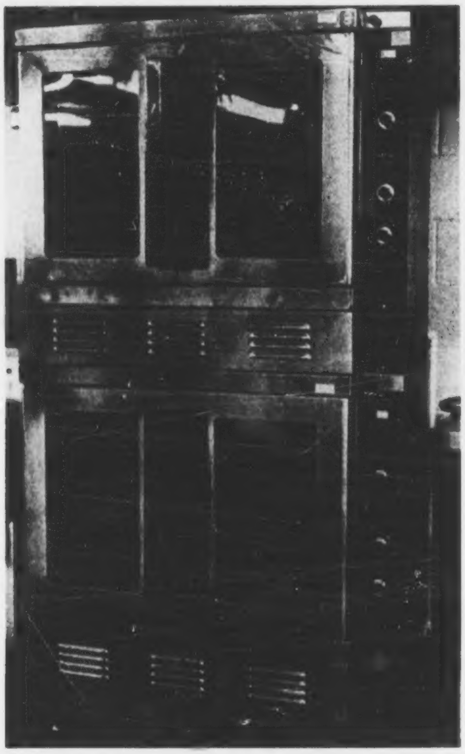


p. Conventional oven



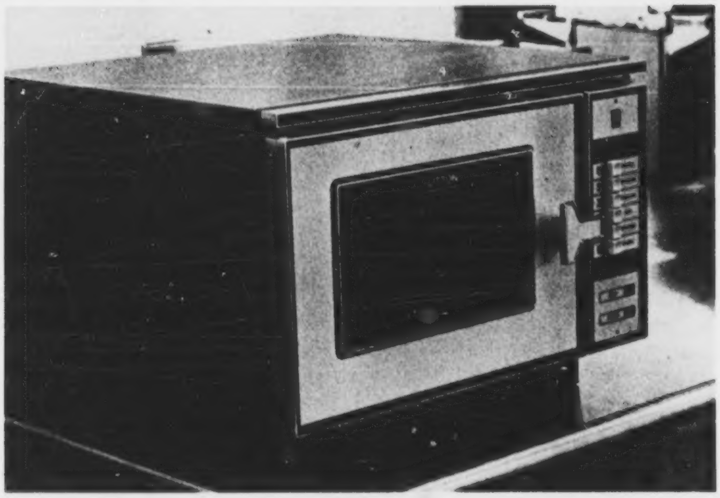
Information Sheet

q. Convection oven

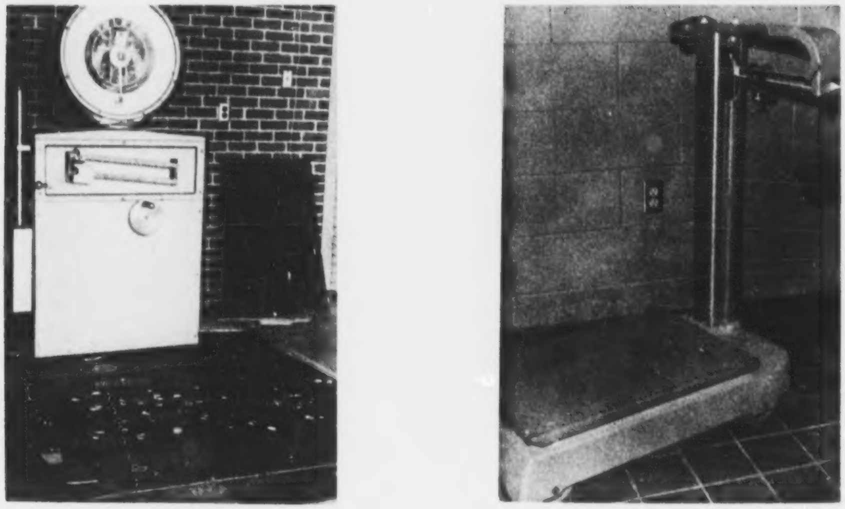


Information Sheet

r. Microwave oven

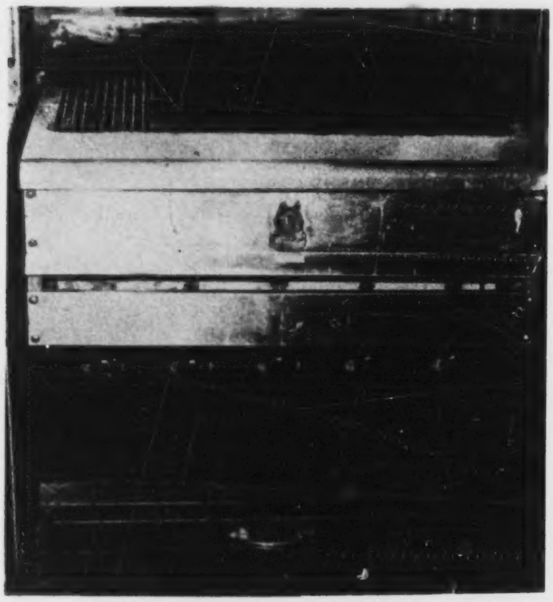


s. Platform scales

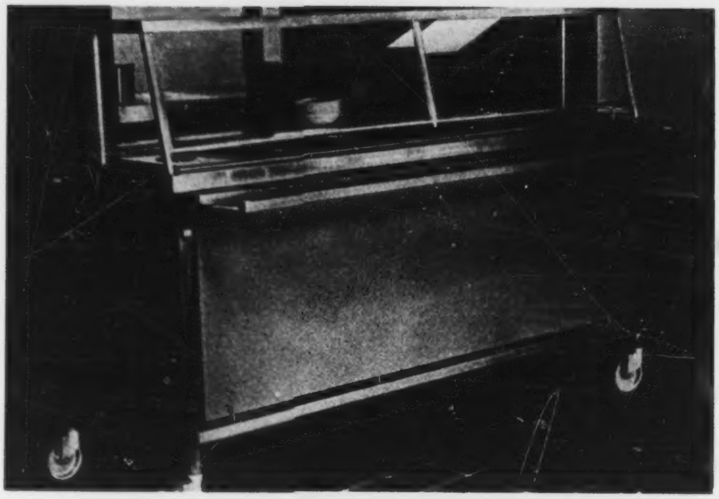


Information Sheet

t. Broiler

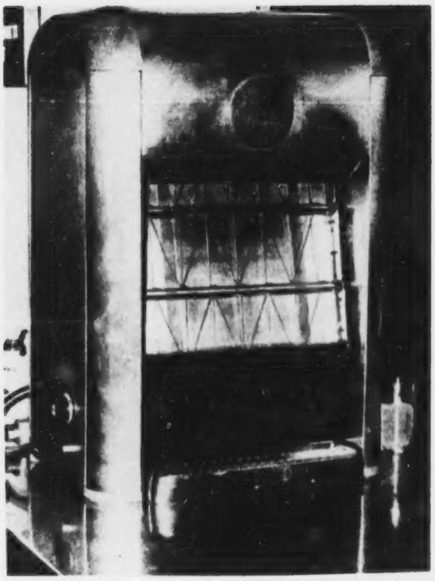


u. Steam table

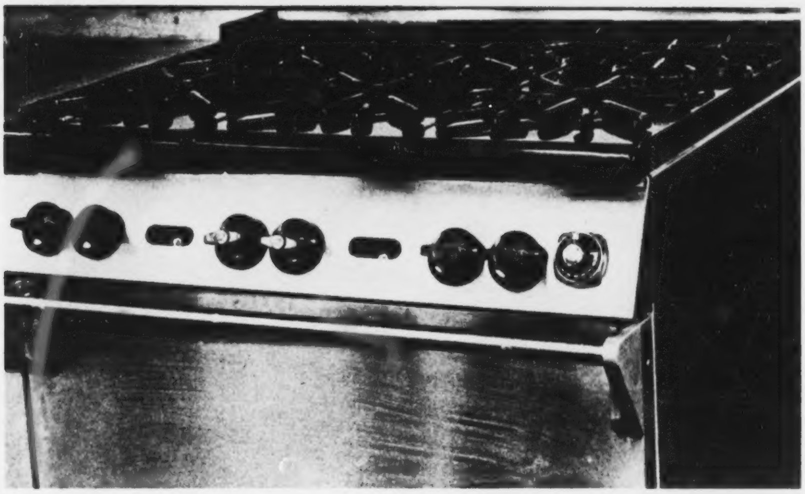


Information Sheet

v. Toaster

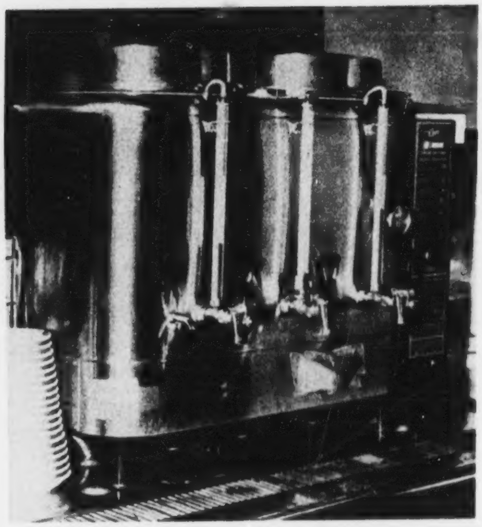


w. Range



Information Sheet

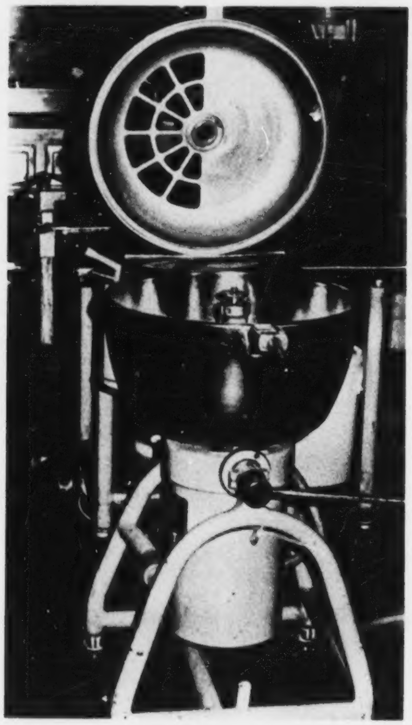
x. Coffee machines



y. Grill

Information Sheet

z. Vertical cutter mixer



2. **Equipment with food contact surfaces that must be sanitized just prior to use**

   a. Blender

   b. Doughnut machine

   c. Food chopper

   d. Meat tenderizer

   e. Milk dispenser

   f. Mixer

   g. Slicer

   h. Can opener

Information Sheet

3. General operating procedures for equipment

a. When training an operator

- Demonstrate safety features.
- Point out emergency stop.
- Demonstrate setting up, using, and cleaning the equipment.

b. When using electrical equipment

- Do not wear rings.
- Do not wear loose clothing.

  Note: Items such as untied apron strings could become caught in the equipment.

c. Before using a machine

- Disconnect the power source.
- Check to see that all parts are in their proper places.
- Turn gears or speed control to the proper settings.
- Clear work area of unneeded equipment or supplies.

d. When cleaning or adjusting a machine

- Turn off switches prior to adjusting the speed.
- Remove the plug from the socket.

Caution: Do not pull the cord to remove the plug from the socket.

Information Sheet

e. When operating equipment

- Follow manufacturers' directions
    - For operating
    - For cleaning
    - For lubricating
- Notify the supervisor
    - When in doubt about use of equipment
    - When parts of a machine have been misplaced
    - When a machine is not running properly

4. Safety requirements for equipment

a. Operator must be trained on each piece of equipment.

Note: Training should include a demonstration by the supervisor on how to set up, use, and clean the equipment.

b. Operator must demonstrate the ability to set up, use, and clean the equipment to the satisfaction of the supervisor.

c. Operator must know and use all safety features on the equipment.

d. Equipment should not be left unattended during use.

e. Pieces of equipment which have parts that will come in direct contact with food must be sanitized just prior to use and before using to process other types of foods.

Note: Purple film buildup on stainless steel surfaces indicates protein residue from improper cleaning. Sanitizing solution should be kept in a spray bottle and applied lightly with a fine mist to food contact surfaces just prior to use.

Use and Care of Equipment
Unit 4

Job Sheet 1—Operate a Doughnut Machine

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Doughnuts cooked at recommended time and temperature for variety being prepared	______
Doughnuts not over- or under-cooked	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Doughnut machine
Doughnut shortening
Doughnut batter

B. Procedure

☐ 1. Fill the fryer with shortening.

Note: Use enough shortening to cover heater elements and thermostat bulb.

☐ 2. Turn heater control switch to 250 degrees Fahrenheit.

☐ 3. Melt all of the shortening.

☐ 4. Set the temperature control to 375 degrees Fahrenheit.

☐ 5. Switch on the conveyor motor to see that the conveyor operates freely.

☐ 6. Time the revolutions of the dropper and the conveyor.

Note: The dropper should be in the center of the flight pocket.

☐ 7. Retard or advance as necessary.

Job Sheet 1

☐ 8. Consult the recommended temperature and time chart for the variety of doughnut being prepared.

Note: See manufacturer's directions. Temperature will usually be between 370 degrees and 380 degrees Fahrenheit.

☐ 9. Set the speed according to the variety of doughnut.

☐ 10. Load the hopper with batter.

☐ 11. Begin operation.

Note: Adjust the dropper if necessary so that the doughnuts are dropping as close to the front flight as possible.

☐ 12. Cook the desired number of doughnuts.

☐ 13. Turn the machine off.

☐ 14. Clean the machine.

Note: Follow the procedure in Job Sheet 2 or the manufacturer's instructions.

☐ 15. Return tools and materials to proper storage.

☐ 16. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 2—Clean a Doughnut Machine

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Doughnut machine properly assembled	______
Doughnut machine clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Doughnut machine
Filter cone and holder
Detergent solution
Shortening container
Gong brush
Clean cloths

B. Procedure

Note: Follow the manufacturer's directions for doughnut machines. Operation and cleaning procedures vary with the brand and model.

☐ 1. Turn the machine off.

☐ 2. Unplug the machine.

☐ 3. Let the shortening cool.

☐ 4. Drain the shortening.

☐ 5. Filter the shortening through the filter cone into the shortening container.

☐ 6. Remove the conveyor.

☐ 7. Take the conveyor to the pot and pan sink.

☐ 8. Tilt the heater coils back.

Job Sheet 2

☐ 9. Remove the fryer tank.

☐ 10. Wipe excess shortening from the inside of the kettle.

☐ 11. Flush the inside of the kettle with warm shortening.

☐ 12. Close the drain valve.

☐ 13. Clean the in-feed end of the conveyor with a damp cloth.

☐ 14. Lower the coils into the fryer kettle.

☐ 15. Fill the fryer with water.

☐ 16. Add detergent solution.

☐ 17. Connect the power.

☐ 18. Turn on the heater.

☐ 19. Bring the solution to a boil.

☐ 20. Boil for 15 to 20 minutes.

☐ 21. Scrub the other machine parts while the solution is boiling.

☐ 22. Turn off the heater.

☐ 23. Disconnect the power.

☐ 24. Allow the detergent solution to cool.

☐ 25. Tilt the heater coils back.

☐ 26. Wipe the coils with a clean cloth.

☐ 27. Drain the cleaning solution.

☐ 28. Lower the coils into the fryer.

☐ 29. Close the drain.

☐ 30. Fill fryer with water.

☐ 31. Turn on the power.

Job Sheet 2

☐ 32. Turn on the heater.

☐ 33. Heat to 180 degrees Fahrenheit for 15 minutes.

☐ 34. Turn off the heater.

☐ 35. Allow the rinse water to cool.

☐ 36. Drain the water.

☐ 37. Close the drain.

☐ 38. Reassemble cleaned machine parts.

☐ 39. Cover the cleaned machine.

☐ 40. Return tools and materials to proper storage.

☐ 41. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 3—Operate a Dish Machine

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Dinnerware, glassware and flatware clean	______
Washed items handled and stored properly	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Dish machine
Dirty dishes and flatware
Detergent
Drying agent
Dish scraper
Silverware baskets

B. Procedure

☐ 1. Place the scrap trays in the machine.

☐ 2. Place the wash arms in the machine.

☐ 3. Place the curtains in the machine.

☐ 4. Close the drain valves tightly.

☐ 5. Open the fill valves.

☐ 6. Fill all tanks to the specified level.

☐ 7. Shut off the fill valves.

☐ 8. Turn on the heat for the tanks.

☐ 9. Turn on the dish machine motor and electronic equipment.

☐ 10. Add detergent to the proper reservoir.

Job Sheet 3

☐ 11. Add drying agent to the proper reservoir.

Note: Most dish machines are equipped with a buzzer that sounds when detergent needs to be replaced.

☐ 12. Allow water to reach optimum temperatures.

Note: Do not begin to wash dishes until all temperatures are correct.

- Prewash — 100 to 120 degrees Fahrenheit
- Wash — 155 to 170 degrees Fahrenheit
- Power rinse — 165 to 180 degrees Fahrenheit
- Final rinse — 180 to 195 degrees Fahrenheit

☐ 13. Change the water in the tanks every 2 to 4 hours.

☐ 14. Scrape food soil from the plates and other dishes.

Note: The dish machine is not a waste disposer.

☐ 15. Sort and stack the soiled dishes.

☐ 16. Place dishes of the same size together on racks.

☐ 17. Place cups, glasses, and bowls upside down in racks.

Note: Do not stack dishes on top of each other.

☐ 18. Soak flatware for 15 to 20 minutes.

☐ 19. Wash flatware in flat rack, then sort, and place in silverware baskets with handles down.

☐ 20. Wash flatware a second time in the silverware baskets.

☐ 21. Invert flatware into baskets without touching eating ends.

☐ 22. Allow the dishes to air dry.

☐ 23. Tilt glass racks to drain any excess water.

Job Sheet 3

☐ 24. Remove the clean dishes from the racks and stack them in proper storage area.

Note: Do not touch any part of the dish that will be touched with food.

☐ 25. Check to see that flatware is clean, dry, and free from spots.

☐ 26. Turn off the machine motor and heaters.

☐ 27. Return tools and equipment to proper storage.

☐ 28. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 4—Clean a Dish Machine

Name ______________________ Attempt Number ______

Date ______________________ Overall Rating ______

Evaluation criteria	**Rating**
Dish machine assembled properly	______
Dish machine clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Dish machine
Detergent
Scale remover
Spray attachment

Gong brush
Squeegee
Clean towels or cloths
Stainless steel cleanser

B. Procedure for cleaning after each meal

☐ 1. Pull out the scrap trays.

☐ 2. Remove the curtains.

☐ 3. Clean the trays with a brush.

☐ 4. Run the trays and curtains through the dish machine.

☐ 5. Turn off the dish machine.

☐ 6. Scrub down the dish tables.

☐ 7. Rinse the dish tables.

☐ 8. Squeegee the dish tables.

☐ 9. Drain the machine.

Job Sheet 4

☐ 10. Scrub the tanks with a brush while it is draining.

☐ 11. Hose down the inside of the machine.

☐ 12. Clean the outside of the detergent dispenser.

☐ 13. Clean the outside of the machine.

☐ 14. Fill the tanks.

☐ 15. Replace the scrap trays and curtains.

Note: After the last meal of the day, do not fill the tanks and do not replace the curtains until the next use.

C. Procedure for weekly cleaning

☐ 1. Follow steps **B1** through **B15**.

☐ 2. Remove the wash arms.

☐ 3. Clean the wash arms free of foreign material.

☐ 4. Replace the wash arms.

☐ 5. Remove the rinse jets.

☐ 6. Remove any lime or iron deposits from the rinse jets.

☐ 7. Turn off the detergent dispenser.

☐ 8. Turn off the final rinse.

☐ 9. Fill the machine.

☐ 10. Add detergent or scale remover solution to each tank.

☐ 11. Run the machine for 45 minutes.

☐ 12. Drain the machine.

☐ 13. Scrub all of the tanks.

☐ 14. Hose down the machine.

Job Sheet 4

☐ 15. Replace the rinse jets.

☐ 16. Wipe all stainless steel equipment.

☐ 17. Clean the detergent dispenser.

☐ 18. Clean the exterior of the machine with hot water.

☐ 19. Wipe dry the exterior of the machine.

☐ 20. Clean the exterior of the machine with stainless steel cleanser.

☐ 21. Turn on the detergent dispenser.

☐ 22. Turn on the final rinse.

☐ 23. Return tools and equipment to proper storage.

☐ 24. Clean the work area.

Evaluator's comments: ____________________

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____

Use and Care of Equipment
Unit 4

Job Sheet 5—Operate a Waste Disposer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Wet garbage thoroughly ground up and disposed of	______
Disposer clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Waste disposer
Wet garbage
Detergent

B. Procedure

☐ 1. Press the "ON" switch.

Note: The water will come on automatically. If the water does not come on, turn the machine off immediately.

☐ 2. Feed garbage gradually into the mouth of the disposer.

Caution: Keep fingers and hands out of the unit.

☐ 3. Feed only items that can be readily ground up.

Note: Do not feed such things as bones, cobs, coffee grounds or shortening.

Caution: Do not overload the unit.

Job Sheet 5

☐ 4. Run the unit for 5 minutes after the grinding stops.

☐ 5. Clean the unit.

  a. Turn the switch to the "OFF" position.

  b. Wash the unit exterior with mild detergent.

☐ 6. Return tools and equipment to proper storage.

☐ 7. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 6—Operate a Mixer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Proper agitator selected	______
Mixer stopped when scraping down sides of bowl	______
Ingredients mixed to degree specified in recipe	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Mixer
Agitator
Food to be mixed

B. Procedure

☐ 1. Place a mixing bowl of the desired size into position on the mixer.

☐ 2. Lock the back catch.

☐ 3. Lock the bowl pin on each side.

☐ 4. Lower the bowl to the lowest level on the slideway.

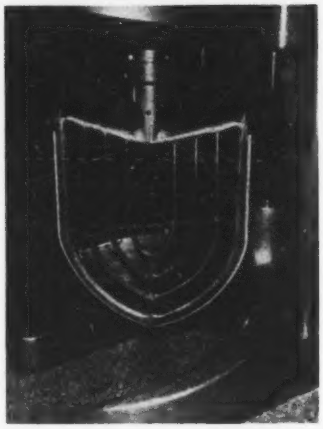
☐ 5. Select the proper agitator.

  a. Use a flat beater for general mixing, mixing batters, or whipping potatoes (Figure 1).

  Note: Do not use a flat beater for heavy doughs.

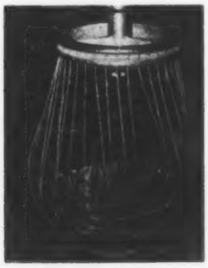
Job Sheet 6

Figure 1



b. Use a wire whip to incorporate air into light mixtures or for other light and fast operations (Figure 2).

Figure 2



c. Use a dough hook for yeast raised doughs, including breads and rolls (Figure 3).

Job Sheet 6

Figure 3

d. Use a pastry knife to combine shortening with flour, and to mix biscuits, pie crusts and shortcakes (Figure 4).

Figure 4

☐ 6. Slip the agitator onto the shaft.

☐ 7. Lock the agitator in place.

☐ 8. Lift the bowl into position.

Note: The agitator should not touch the bottom of the bowl. If it does, adjust the bowl position, then proceed.

☐ 9. Lower the bowl.

☐ 10. Select the desired speed.

☐ 11. Place the food to be mixed in the bowl.

Job Sheet 6

☐ 12. Raise the bowl back to mixing position.

☐ 13. Push the motor start button.

☐ 14. Stop the machine before scraping down the sides of the bowl.

Caution: Never place your hand or any utensil in the mixing bowl during mixing.

☐ 15. Turn the motor off when mixing is complete.

☐ 16. Lower the bowl.

Note: Do not lower the bowl until the agitator motion has completely stopped.

☐ 17. Remove the agitator.

☐ 18. Remove the food from the bowl.

Note: If wheels are available, the bowl may be lowered to the wheels and taken to the preparation area.

☐ 19. Clean the mixer.

Note: Follow the procedure in Job Sheet 7 or the manufacturer's directions.

☐ 20. Return tools and materials to proper storage.

☐ 21. Clean the work area.

Evaluator's comments: ____

____

____

Use and Care of Equipment
Unit 4

Job Sheet 7—Clean a Mixer

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criterion	**Rating**
Mixer thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Mixer with agitator
Gong brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn the machine off and remove the plug from the outlet.

☐ 2. Remove the bowl.

☐ 3. Remove the agitator.

☐ 4. Take the bowl and agitator to the pot and pan sink for cleaning.

☐ 5. Clean the bowl and agitator in detergent solution using a gong brush.

☐ 6. Rinse the bowl and agitator.

☐ 7. Let the bowl and agitator air dry.

☐ 8. Scrub the beater shaft.

☐ 9. Scrub the bowl saddle.

Job Sheet 7

☐ 10. Scrub the base.

Note: If the mixer has a removable saddle apron cover plate and metal ring, clean behind them daily.

☐ 11. Wipe off suds and food particles with a cloth and hot clean water.

☐ 12. Dry the mixer with a clean cloth.

☐ 13. Return tools and materials to proper storage.

☐ 14. Clean the work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Equipment
Unit 4

Job Sheet 8—Operate a Slicer

Name ____________________ Attempt Number ______

Date ____________________ Overall Rating ______

Evaluation criteria	**Rating**
Safety precautions observed	______
Rhythmic motion used (manual slicer)	______
Product sliced to proper size and accurate weight for serving	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Slicer
Portion scale
Food to be sliced

B. Procedure

Caution: Disconnect the power cord before beginning.

☐ 1. Place the chute on the slide carriage.

☐ 2. Tighten the bolts or thumbscrews finger tight.

☐ 3. Place the center plate in position.

☐ 4. Place the large knife guard in position.

☐ 5. Place the food on the chute and cover with the holder.

☐ 6. Move the arm to check for free movement.

Job Sheet 8

☐ 7. Adjust the thickness control indicator to the correct number for the desired thickness.

Note: Keep food in the center of the carrier.

☐ 8. Connect the power cord.

☐ 9. Turn the machine on.

☐ 10. Slice 2 to 3 slices of the product.

☐ 11. Turn the machine off.

Caution: Do not place hands near the food being sliced or near the food holder until blade action has completely stopped.

☐ 12. Examine the sliced food for proper size and weigh it for accurate weight.

☐ 13. Readjust the thickness indicator if necessary.

☐ 14. Turn the machine on.

☐ 15. Slice the desired number of portions of the product.

Note: Manual machines must be pushed with a rhythmic motion.

Caution: Never leave an automatic carriage slicer unattended.

☐ 16. Turn the machine off.

☐ 17. Turn the thickness control indicator back to zero.

☐ 18. Disconnect the power cord.

Caution: Never use a slicer when the knife guard is not in position. Always keep hands and utensils away from the blade when the unit is operating. Keep the plug out of the socket when the unit is not in operation. Always check to see that the knife guard is in place before putting the plug in the socket.

Job Sheet 8

☐ 19. Clean the slicer.

Note: Follow the procedure in Job Sheet 9 or the manufacturer's directions.

☐ 20. Return tools and materials to proper storage.

☐ 21. Clean the work area.

Evaluator's comments: ______________________________

____

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Use and Care of Equipment
Unit 4

Job Sheet 9—Clean a Slicer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Safety precautions observed	______
Slicer clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Slicer
Detergent solution
Sanitizing solution
Clean cloths

B. Procedure

Note: Clean the slicer after each use.

☐ 1. Turn off the machine.

☐ 2. Remove the electric cord from the socket.

☐ 3. Set the thickness control indicator to zero.

☐ 4. Turn the knob at the bottom of the carriage to remove the meat carriage.

☐ 5. Loosen the knob at the center of the blade to remove the top blade guard.

☐ 6. Take the removed parts to the pot and pan sink.

☐ 7. Scrub the parts in detergent solution.

☐ 8. Rinse the parts.

Job Sheet 9

☐ 9. Let the parts air dry.

☐ 10. Wash the blade and the machine shell.

Caution: The blade is exposed, so proceed with care.

Note: Use a cloth folded to several thicknesses when cleaning the blade.

☐ 11. Rinse the blade.

☐ 12. Sanitize the blade according to the directions on the sanitizing solution container.

☐ 13. Allow the blade to air dry.

☐ 14. Replace the front blade guard immediately after cleaning the shell.

Caution: Never leave the blade exposed longer than necessary.

☐ 15. Tighten the blade guard knob.

☐ 16. Replace the meat carriage.

☐ 17. Tighten the meat carriage knob.

☐ 18. Set the thickness control indicator to zero.

☐ 19. Return tools and materials to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ____

____

____

Use and Care of Equipment
Unit 4

Job Sheet 10—Operate a Vertical Cutter Mixer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Vertical cutter mixer set up properly for the process used	______
Food processed properly (mixed, cut, or kneaded)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using tne above criteria.

A. Equipment, tools and materials

Vertical cutter mixer (VCM)
Mixing baffle
Handle
Blade assembly
Cutting board
French knife
Clean cloths
Food to be processed

B. Procedure

Caution: Each different process, mixing, cutting, or kneading, requires a different setup; refer to specific instructions for each process.

☐ 1. Lock the mixing bowl in the upright position.

☐ 2. Place the plastic basket in the VCM bowl if needed for the desired process.

Note: Some foods, such as meats or bread dough, do not require the use of the basket.

☐ 3. Install the correct blade assembly for the desired process.

Caution: Always handle the blade assembly by the shank.

Job Sheet 10

☐ 4. Secure the blade with the retaining nut; finger tighten only.

☐ 5. Install the mixing baffle only when cutting and mixing dry ingredients.

Note: The baffle removes dry ingredients from the sides of the bowl.

☐ 6. Prepare the food for cutting or mixing.

Note: As an example, lettuce must be cut in quarters; follow the recipe in all cases.

☐ 7. Place the ingredients in the bowl.

Note: Fill the bowl two-thirds full of water if cutting or mixing vegetables.

☐ 8. Close the cover and lock it.

Caution: Never operate a VCM unit unless the cover is properly locked in place.

☐ 9. Select the speed which is given in the recipe.

a. "Jog" cuts and mixes for about one second when the start button is pressed and will stop automatically.

b. "Run" cuts and mixes continuously when the start button is pressed, and will not stop until the stop button is pushed.

☐ 10. Wait for blades to stop turning after the operation is complete.

☐ 11. Unlock and raise the cover to its full open position.

☐ 12. Loosen the retaining nut and carefully remove the blade assembly.

☐ 13. Remove the food by lifting the plastic basket and allowing it to drain or by tilting the VCM for dry products and doughs.

☐ 14. Wipe or rinse out any food left in the bowl using a clean cloth.

Job Sheet 10

☐ 15. Rinse the bowl and parts with hot water after each use.

Caution: When working with potentially hazardous foods, equipment must be thoroughly cleaned and sanitized between types of foods to prevent cross-contamination.

Note: To thoroughly clean the VCM, follow the procedure in Job Sheet 11 or the manufacturer's directions.

☐ 16. Return tools and materials to proper storage.

☐ 17. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 11—Clean a Vertical Cutter Mixer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Vertical cutter mixer clean, sanitized and ready for the next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

- Vertical cutter mixer
- Gong brush
- Clean cloths
- Detergent solution
- Sanitizing solution
- Stainless steel polish

B. Procedure

☐ 1. Unlock and raise the cover to its full open position.

☐ 2. Loosen the retaining nut and remove the blade assembly.

Caution: Always handle the blade assembly by the shank.

☐ 3. Set the blades on the counter.

☐ 4. Remove the mixing baffle or lift the plastic basket up and out of the bowl.

Note: The mixing baffle and plastic basket are never used at the same time.

☐ 5. Take the blade assembly and mixing baffle or plastic basket to the pot and pan sink.

☐ 6. Wash the parts in detergent solution.

☐ 7. Rinse the parts thoroughly.

Job Sheet 11

☐ 8. Allow the parts to air dry.

☐ 9. Unlock and tilt the VCM bowl down to remove any remaining food or water.

☐ 10. Fill the bowl about one-third full of water and add detergent solution.

☐ 11. Scrub the bowl, cover, and outside of the VCM.

☐ 12. Drain the detergent solution by tilting the bowl.

☐ 13. Rinse all surfaces with clean water.

☐ 14. Dry the outside surfaces.

☐ 15. Spray the inside of the bowl with sanitizing solution.

☐ 16. Allow the inside of the bowl to air dry.

☐ 17. Return the bowl to its upright position, lock in place, and lower the cover until the next use.

☐ 18. Polish stainless steel surfaces with stainless steel polish.

☐ 19. Return tools and materials to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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____

Use and Care of Equipment
Unit 4

Job Sheet 12—Operate a Food Chopper

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Safety precautions observed	______
Food properly prepared before chopping	______
Food chopped to uniform size pieces	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Food chopper
Cutting board
Knife
Food to be chopped

B. Procedure

☐ 1. Turn the power switch to the "off" position.

☐ 2. Disconnect the power source.

☐ 3. Unlock the cover by turning the hand knob to the left and pulling up.

☐ 4. Raise the cover to its full upright position exposing the blade shaft.

☐ 5. Install the bowl by placing it in position on the flange and turning it to the left until it locks in place.

☐ 6. Place the blade assembly on the shaft.

Note: Place the grooved end on the shaft first.

☐ 7. Secure the blades on the shaft with the hand knob; tighten securely.

Job Sheet 12

☐ 8. Place the comb in position.

Caution: The blades must move freely through the comb.

☐ 9. Close the cover and lock it in position.

Caution: Never operate the food chopper without the cover locked in place.

☐ 10. Make sure the power switch is in the "off" position.

☐ 11. Reconnect the power supply.

☐ 12. Prepare food products as necessary for chopping.

Note: Cut lettuce heads into eighths, celery stalks into thirds, etc.

☐ 13. Put the product into the bowl until it is about one-third full.

☐ 14. Turn on the food chopper.

Caution: Never put hands under the cover while the food chopper is operating.

☐ 15. Add food to the bowl as necessary.

Note: Uniform pieces indicate the amount of food in the bowl is correct; overloading the bowl produces odd sized pieces.

☐ 16. Turn the switch to the "off" position when all chopping is complete.

☐ 17. Disconnect the power source.

☐ 18. Unlock and raise the cover when the blades have stopped.

Caution: Do not raise the cover until the blades have completely stopped.

Job Sheet 12

☐ 19. Unscrew the hand knob on the blade shaft.

☐ 20. Remove the comb.

☐ 21. Remove the knife blade assembly.

Caution: Use extreme care when handling blades.

☐ 22. Remove the bowl and empty the contents.

☐ 23. Clean the food chopper.

Note: Follow the procedure in Job Sheet 13 or the manufacturer's directions.

☐ 24. Return tools and materials to proper storage.

☐ 25. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 13—Clean a Food Chopper

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Safety precautions observed	______
Food chopper clean, sanitized and ready for use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Food chopper
Gong brush
Clean cloths
Detergent solution
Sanitizing solution

B. Procedure

☐ 1. Turn the switch to "off".

☐ 2. Unplug the cord.

☐ 3. Turn the cover lock and pull up.

☐ 4. Raise the cover to its upright position.

☐ 5. Remove the blade guide by lifting it up.

☐ 6. Place the blade guide in the bowl.

☐ 7. Remove the blade.

  a. Remove the knob on the blade shaft.

  b. Grasp the blade at the dull surface near the shaft.

Job Sheet 13

☐ 8. Place the blade in the bowl.

Caution: Always handle the blade with care.

☐ 9. Remove the cover.

☐ 10. Remove the bowl.

☐ 11. Take the parts to the pot and pan sink.

Caution: Never place the blade in the sink; leave the blade on the drainboard until ready for washing.

☐ 12. Scrub the food chopper shell.

☐ 13. Rinse the shell.

☐ 14. Sanitize the shell.

☐ 15. Wash the parts.

☐ 16. Rinse the parts.

☐ 17. Sanitize the parts.

☐ 18. Allow the parts to air dry.

☐ 19. Reassemble the chopper.

  a. Replace the bowl.

  b. Replace the cover.

  Note: Leave the cover in the upright position.

  c. Replace the blade guide and the blade.

  d. Close the cover and lock it in place.

☐ 20. Return tools and materials to proper storage.

Job Sheet 13

☐ 21. Clean the work area.

Evaluator's comments: ______________________________

Use and Care of Equipment
Unit 4

Job Sheet 14—Operate a Deep Fat Fryer

Name ________________ Attempt Number ________

Date ________________ Overall Rating ________

Evaluation criteria	**Rating**
Safety precautions observed	______
Food fried to uniform doneness	______
Pieces not stuck together	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Deep fat fryer
Shortening for fryer
Serving pan with perforated insert
Tongs
Food to be deep fat fried

B. Procedure

☐ 1. Close the shortening outlet.

☐ 2. Fill the fryer with shortening to the fill level line indicator.

☐ 3. Turn the heat source on.

☐ 4. Set the thermostat to 250 degrees Fahrenheit.

☐ 5. Allow the shortening to melt.

Note: This will take approximately 10 minutes.

Job Sheet 14

☐ 6. Set the thermostat to the desired temperature for the type of food to be fried.

Caution: Do not heat the shortening above 400 degrees Fahrenheit.

☐ 7. Fill the fry basket no more than two-thirds full with food of uniform size.

☐ 8. Allow foods that have been freshly battered to drain before frying.

☐ 9. Submerge the basket slowly into the hot shortening.

Caution: Submerging must be done slowly. Moisture from food, especially frozen food, causes shortening to foam and to bubble.

☐ 10. Shake the basket occasionally if pieces of food tend to stick together.

☐ 11. Fry the food for the amount of time specified in the recipe.

☐ 12. Hang the basket on the hook or bar to drain for 10 to 15 seconds.

☐ 13. Remove the food from the basket.

Note: Pour food out or use tongs.

☐ 14. Place the food in a serving pan with a perforated insert.

☐ 15. Turn the thermostat down as soon as frying is complete.

Note: During idle periods, the thermostat should be set on 200 degrees Fahrenheit.

☐ 16. Return tools and equipment to proper storage.

☐ 17. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 15—Clean a Gas Deep Fat Fryer

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criteria	**Rating**
Deep fat fryer thoroughly clean and ready for next use	______
Waste fat disposed of properly	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Gas deep fat fryer
Shortening filter cone and holder
Shortening container
Waste shortening container
Detergent solution
Long handled gong brush
Clean cloths
Large pot

B. Procedure for cleaning after each shift

☐ 1. Allow the shortening to cool but not to solidify.

☐ 2. Drain and strain the shortening.

   a. Place the filter cone in its holder over the shortening container.

   b. Place the shortening container with filter below the drain.

   c. Open the drain.

   d. Allow the shortening to drain out.

   e. Close the drain after all of the shortening has been removed.

☐ 3. Fill the fryer with detergent solution.

☐ 4. Scrub the inside and outside of the unit.

Job Sheet 15

☐ 5. Place a large pot below the drain.

☐ 6. Open the drain and allow the detergent solution to drain out.

☐ 7. Rinse the fryer thoroughly with clean hot water.

☐ 8. Wipe the fryer dry.

☐ 9. Close the drain.

☐ 10. Refill the fryer with strained shortening.

☐ 11. Cover the fryer until the next use.

C. Procedure for cleaning before changing to new shortening

☐ 1. Allow the shortening to cool but not to solidify.

☐ 2. Drain the shortening.

☐ 3. Dispose of the used shortening in the waste shortening container.

☐ 4. Flush the unit thoroughly to remove all sediment.

☐ 5. Close the drain.

☐ 6. Fill the fryer with detergent solution.

☐ 7. Turn on the fryer.

☐ 8. Heat to 180 degrees Fahrenheit for 15 minutes.

☐ 9. Scrub the inside of the fryer.

☐ 10. Place a large pot under the drain.

☐ 11. Open the drain.

☐ 12. Drain the fryer.

☐ 13. Rinse the unit thoroughly.

☐ 14. Empty the pot of detergent solution.

☐ 15. Close the drain.

Job Sheet 15

☐ 16. Refill the unit with hot water.

☐ 17. Brush all inside surfaces of the fryer.

☐ 18. Place a large pot under the drain.

☐ 19. Open the drain.

☐ 20. Drain out the hot water.

☐ 21. Rinse the fryer thoroughly.

☐ 22. Dry the fryer thoroughly.

☐ 23. Empty the pot of rinse water.

☐ 24. Close the drain.

☐ 25. Fill the unit with new shortening.

☐ 26. Cover the fryer.

☐ 27. Return tools and materials to proper storage.

☐ 28. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 16—Clean an Electric Deep Fat Fryer

Name ________________________ Attempt Number ________

Date ________________________ Overall Rating ________

Evaluation criterion	**Rating**
Deep fat fryer thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Electric deep fat fryer
Clean insert
Shortening filter machine or container with filter
Gong brush
Clean cloths
Detergent solution

B. Procedure

Note: Follow this procedure after each use.

☐ 1. Allow the shortening to cool but not to solidify.

☐ 2. Lift the calrod unit from the shortening.

☐ 3. Lock the calrod into position.

☐ 4. Turn on the fryer to 180 degrees Fahrenheit.

Note: Calrod units are self-cleaning.

☐ 5. Drain or pump the shortening from the fryer through a filter into a clean container.

☐ 6. Remove the soiled insert from the fryer.

☐ 7. Take the insert to the pot and pan sink.

Job Sheet 16

☐ 8. Clean the insert in detergent solution.

☐ 9. Rinse the insert and allow it to air dry.

☐ 10. Turn off the fryer.

☐ 11. Allow the unit to cool.

☐ 12. Scrub the outside of the unit.

☐ 13. Rinse the outside of the unit and wipe it dry.

☐ 14. Place a clean insert into the unit.

☐ 15. Lower the calrod unit into the fryer.

☐ 16. Replace the filtered shortening or add new shortening as required.

☐ 17. Cover the fryer.

☐ 18. Return tools and materials to proper storage.

☐ 19. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 17—Operate a Tilting Brazier

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked to proper doneness	______
Food appealing to the eye	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Tilting brazier
Shortening
Food to be prepared

B. Procedure

☐ 1. Turn the tilt wheel to its upright level position.

☐ 2. Place shortening in the brazier.

☐ 3. Turn the thermometer setting to the desired temperature.

☐ 4. Place the food in the brazier.

☐ 5. Cook the food according to the recipe directions.

☐ 6. Remove the food from the brazier.

Caution: Allow the steam to escape through the steam vent before opening the cover.

Job Sheet 17

☐ 7. Clean the brazier.

Note: Follow the procedure in Job Sheet 18 or the manufacturer's directions.

☐ 8. Return tools and materials to proper storage.

☐ 9. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 18—Clean a Tilting Brazier

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Tilting brazier thoroughly clean and ready for the next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Tilting brazier or skillet
Scouring pad
Scraper
Splash guard
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the power switch.

☐ 2. Raise the cover.

☐ 3. Flush the pan with water to remove all loose food particles.

☐ 4. Tilt the pan to remove the water.

☐ 5. Place a splash guard in front of the pouring lip to guide the water to the floor drain and to prevent splashing.

☐ 6. Return the pan to its upright position.

☐ 7. Fill the pan with detergent solution.

☐ 8. Scrub the pan thoroughly.

   a. Scrub the cover.

   b. Scrub the pouring lip.

Job Sheet 18

c. Scrub the frame.

d. Scrub the outside surfaces.

☐ 9. Tilt the pan to remove the water.

☐ 10. Rinse the pan inside and out.

☐ 11. Return the pan to its upright position.

☐ 12. Allow the inside to air dry.

☐ 13. Wipe the outside of the pan with a clean dry cloth.

☐ 14. Close the cover.

☐ 15. Return tools and materials to proper storage.

☐ 16. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 19—Operate a Steamer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked to proper doneness	______
Food appealing to the eye	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Steamer
Food pan
Food to be cooked

B. Procedure

☐ 1. Set up the steamer according to the supervisor's instructions.

☐ 2. Check the steam gauge for the correct operating steam pressure for the type of food being cooked.

Note: If adequate pressure has not been reached, notify your instructor.

☐ 3. Place the food in a proper size pan according to the recipe.

☐ 4. Open the steamer door.

☐ 5. Place the pan on the pull-out shelf.

☐ 6. Close the door.

☐ 7. Lock the door.

  a. Wheel lock steamer

Job Sheet 19

- Fasten the door catch.
- Push the steam valve handle to its front position.
- Move wheel at the front in a clockwise direction until the compartment seals.

  Note: On wheel operated steamers, do not tighten the door wheel excessively. If steam leaks appear during cooking, the wheel should be tightened slightly.

b. Safety shut-off valve steamer

- Engage the hasp with the locking cam to the right.
- Press the lever into position against the face of the door.

☐ 8. Turn on the steam.

a. Pull the lever on a wheel lock steamer.

b. With a safety shut-off valve, final movement of the lever automatically turns the steam on.

☐ 9. Set the timer according to the recipe.

☐ 10. Open the steamer when cooking is complete.

Note: Reverse the locking procedure to open the steamer.

Caution: After loosening the wheel, allow steam to escape before opening the door.

☐ 11. Remove the food from the steamer.

☐ 12. Clean the steamer.

Note: Follow the procedure in Job Sheet 20 or the manufacturer's directions.

☐ 13. Return tools and materials to proper storage.

Job Sheet 19

☐ 14. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 20—Clean a Steamer

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Steamer thoroughly clean and ready for the next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Steamer
Gong brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the steam.

☐ 2. Allow the steamer to cool.

☐ 3. Turn the center wheel counterclockwise to open the steamer.

☐ 4. Remove the shelves.

☐ 5. Take the shelves to the pot and pan sink.

☐ 6. Scrub the tops and bottoms of the shelves.

☐ 7. Rinse the shelves.

☐ 8. Allow the shelves to air dry on a clean surface.

☐ 9. Scrub the steamer chambers inside and out.

☐ 10. Rinse the chambers.

Job Sheet 20

☐ 11. Close the steamer.

☐ 12. Turn the steamer on for one minute.

☐ 13. Turn off the steamer.

☐ 14. Open the steamer.

☐ 15. Allow the steamer to air dry.

☐ 16. Replace the shelves.

☐ 17. Wipe off the outside and the top of the steamer.

☐ 18. Leave the doors slightly open.

☐ 19. Return tools and materials to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 21—Operate a Steam Jacketed Kettle

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked to the desired doneness	______
Food removed from kettle promptly to avoid overcooking	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Steam jacketed kettle
Food to be cooked
Water as necessary
Skimmer, paddle, or ladle

B. Procedure

☐ 1. Set up the steam jacketed kettle according to the supervisor's instruction.

☐ 2. Check the steam gauge for the correct operating steam pressure.

Note: If adequate pressure has not been reached, notify your instructor.

☐ 3. Adjust the kettle to an upright level position.

☐ 4. Fill the kettle with food or water.

Note: Food or water should not exceed three quarters of the capacity of the kettle. Preheat the water if necessary.

Job Sheet 21

☐ 5. Turn on the steam control valve.

Caution: Valves, lines, and jackets are extremely hot when steam is on.

- a. Turn the dial clockwise.
- b. Open the valve completely for the highest temperature.
- c. Close the valve partially for simmering.

☐ 6. Complete cooking according to the directions in the recipe.

☐ 7. Close the steam control valve.

☐ 8. Remove the food to prevent overcooking.

- a. Liquid may be drawn off through the draw-off valve before the food is removed.
- b. Food may be strained from the broth.
- c. Food may be poured if the kettle tilts.
- d. Food may be skimmed with a skimmer.

☐ 9. Clean the steam jacketed kettle.

Note: Follow the procedure in Job Sheet 22 or the manufacturer's directions.

☐ 10. Return tools and materials to proper storage.

☐ 11. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 22—Clean a Steam Jacketed Kettle

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criterion	**Rating**
Steam jacketed kettle thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Steam jacketed kettle
Long handled gong brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the steam.

☐ 2. Allow the kettle to cool.

☐ 3. Open the drain.

Note: Smaller pots may not have drains.

☐ 4. Flush the kettle with water.

☐ 5. Close the drain.

☐ 6. Remove the drain screen.

☐ 7. Fill the kettle to cover the highest food line with water.

☐ 8. Add detergent solution.

☐ 9. Scrub the kettle inside and outside.

Job Sheet 22

☐ 10. Open the valve and allow the solution to drain.

Note: If the kettle tilts, the solution may be poured out.

☐ 11. Scrub the internal valve assembly.

☐ 12. Rinse the kettle.

☐ 13. Close the drain.

☐ 14. Allow the inside of the kettle to air dry.

☐ 15. Wipe the outside of the kettle.

☐ 16. Close the cover.

Note: Smaller or older kettles may not have covers.

☐ 17. Return tools and equipment to proper storage.

☐ 18. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 23—Operate a Meat Tenderizer

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Meat fed into and removed from tenderizer properly	______
Meat tenderized to the desired degree	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Meat tenderizer
Boning knife
Meat to be tenderized

B. Procedure

☐ 1. Check the meat that is to be tenderized and remove any bones and excess fat.

☐ 2. Slice the meat into one-half to three-quarter inch thick pieces.

Note: This is the size required to pass through a meat tenderizer.

☐ 3. Check to be sure the guard is in position on the machine.

Caution: Never operate a meat tenderizer without the guard.

☐ 4. Turn on the machine.

Job Sheet 23

☐ 5. Place the meat to be tenderized in the roll assembly.

Caution: Do not touch the roll assembly with your fingers.

☐ 6. Wait for the meat to pass through the roll assembly.

Caution: Never pull meat out of the roll assembly while the machine is operating.

☐ 7. Turn the meat one quarter turn.

☐ 8. Run the meat through the tenderizer a second time.

☐ 9. Repeat the process until all pieces of meat have been tenderized.

☐ 10. Clean the meat tenderizer.

Note: Follow the procedure in Job Sheet 24 or the manufacturer's directions.

☐ 11. Return tools and equipment to proper storage.

☐ 12. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 24—Clean a Meat Tenderizer

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criterion	**Rating**
Meat tenderizer thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Meat tenderizer
Brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the machine.

☐ 2. Remove the electric cord from the socket.

☐ 3. Remove the guard.

☐ 4. Loosen the locks.

☐ 5. Pull the entire roll assembly to the right to remove it from the machine.

☐ 6. Take the guard and cutter roll assembly to the pot and pan sink.

☐ 7. Remove the handle.

☐ 8. Remove the blade guides.

☐ 9. Clean excess meat particles from the cutter roll.

Job Sheet 24

Caution: Place the cutter roll on the drainboard until ready for washing.

☐ 10. Scrub all of the parts.

☐ 11. Rinse all of the parts.

☐ 12. Allow the parts to air dry in a basket on a clean surface.

☐ 13. Clean the shell of the meat tenderizer.

☐ 14. Dry the shell.

☐ 15. Reassemble the cutter roll assembly.

  a. Replace the blade guides.

  b. Replace the handles.

☐ 16. Replace the cutter roll assembly into the socket on the shell.

☐ 17. Lock the roll assembly in place.

☐ 18. Replace the guard.

☐ 19. Return tools and equipment to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 25—Use a Steam Table

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Food held and served at the recommended safe temperature	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Steam table
Water

B. Procedure for a moist heat steam table

☐ 1. Close the drain.

☐ 2. Add hot water to the desired level.

☐ 3. Turn on the heating element.

☐ 4. Set the temperature control to the desired level.

> **Caution: Check the water level often; do not allow the unit to go dry.**

☐ 5. Hold the food at the recommended safe temperature until it has been served.

C. Procedure for a dry heat steam table

☐ 1. Turn on the heat source to the desired temperature.

Job Sheet 25

☐ 2. **Do not** add water.

Note: Steam may be used as heat in some dry heat tables. A pan of water is placed in the table well and the food pan is placed in the steam pan.

☐ 3. Hold the food at the recommended safe temperature until it has been served.

☐ 4. Clean the steam table.

Note: Follow the procedure in Job Sheet 26 or the manufacturer's directions.

☐ 5. Return tools and materials to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 26—Clean a Steam Table

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Steam table thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Steam table
Gong brush
Clean cloths
Detergent solution
Stainless steel polish

B. Procedure for an electric steam table

Caution: Water must never come in contact with the heating elements.

☐ 1. Turn off the steam table.

☐ 2. Scrub the exterior of the wells.

☐ 3. Rinse with hot water.

☐ 4. Wash the cabinet and containers.

☐ 5. Wash the lids to the wells.

☐ 6. Replace the containers and lids.

Job Sheet 26

C. Procedure for a moist well steam table (after each use)

☐ 1. Turn off the heat source.

☐ 2. Drain the water.

☐ 3. Wash the front and back of the steam table.

☐ 4. Wash the top of the steam table.

☐ 5. Wipe the steam table dry.

D. Procedure for a moist well steam table (after the last meal of the day)

☐ 1. Turn off the heat source.

☐ 2. Add detergent to the water in the steam well.

☐ 3. Scrub the inside of the steam table.

☐ 4. Drain the detergent solution.

☐ 5. Rinse the steam well.

☐ 6. Wipe the surrounding frame.

☐ 7. Wash the well covers.

☐ 8. Rinse the well covers.

☐ 9. Wash the front and back of the steam table.

☐ 10. Rinse the front and back.

☐ 11. Wipe all surfaces dry.

☐ 12. Polish as needed.

Note: In areas with hard water, steam tables should be delimed weekly.

☐ 13. Return tools and equipment to proper storage.

Job Sheet 26

☐ 14. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 27—Operate a Conventional Oven

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	Rating
Oven preheated to desired temperature before inserting food	______
Pans evenly spaced in oven	______
Food cooked to desired doneness	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Conventional oven
Pan of food to be cooked
Oven mitt or pot holder

B. Procedure

Note: This procedure is written for a gas oven. Begin with step 2 for an electric oven.

☐ 1. Turn the temperature control switch to medium or high.

☐ 2. Turn the thermostat to the desired temperature.

☐ 3. Allow the oven to preheat to the desired temperature.

☐ 4. Place the food in the oven only when the proper temperature has been reached.

Note: The temperature should be checked with an accurate internal oven thermometer.

☐ 5. Load the oven evenly (Figure 1).

a. Pans should be 2 inches away from the door.

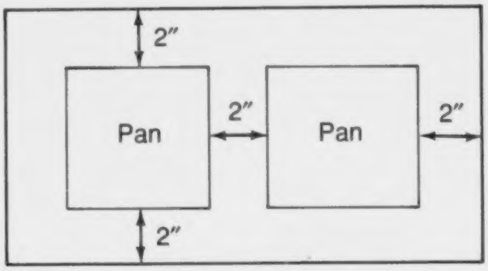
Job Sheet 27

b. Pans should be 2 inches away from each other.

c. Pans should be 2 inches away from the walls of the oven.

Caution: Do not rest heavy pans on the open oven door.

Figure 1



☐ 6. Cook the food as directed in the recipe.

Note: Follow the recipe for cooking time and testing for doneness.

☐ 7. Remove the cooked food from the oven.

Caution: Use an oven mitt or pot holder.

☐ 8. Turn off the oven.

☐ 9. Return tools and materials to proper storage.

☐ 10. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 28—Clean a Conventional Oven

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criterion	**Rating**
Oven thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Conventional oven
Long handled metal scraper
Long handled brush
Gong brush
Clean cloths
Detergent solution
Stainless steel polish

B. Procedure for daily cleaning

☐ 1. Turn off oven; allow the oven to cool.

☐ 2. Remove the shelves from the oven.

☐ 3. Take the shelves to the pot and pan sink.

☐ 4. Wash the shelves.

☐ 5. Allow the shelves to air dry.

☐ 6. Scrape any burned particles from the inside of the oven.

☐ 7. Brush out the inside of the oven.

☐ 8. Replace the shelves.

☐ 9. Wash the outside of the oven door.

☐ 10. Wash the outside of the frame.

Job Sheet 28

☐ 11. Rinse the washed areas.

☐ 12. Wipe all surfaces dry.

C. Procedure for weekly cleaning

☐ 1. Turn off the oven; allow the oven to cool.

☐ 2. Remove the shelves.

☐ 3. Take the shelves to the pot and pan sink.

☐ 4. Scrub the shelves.

☐ 5. Rinse the shelves.

☐ 6. Allow the shelves to air dry.

☐ 7. Scrape any burned particles from the inside of the oven.

☐ 8. Brush out the inside of the oven.

☐ 9. Brush the shelf ledges.

☐ 10. Brush the door crevices.

☐ 11. Scrub the inside of the oven.

☐ 12. Scrub the shelf ledges.

☐ 13. Scrub the inside and outside of the door.

☐ 14. Scrub the oven frame.

☐ 15. Rinse the inside and outside of the oven.

☐ 16. Wipe the outside of the oven dry.

☐ 17. Wipe on stainless steel polish.

☐ 18. Replace the shelves.

☐ 19. Return tools and equipment to proper storage.

Job Sheet 28

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 29—Operate a Convection Oven

Name ______________________ Attempt Number __________

Date ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Oven preheated to desired temperature before loading	______
Pans evenly placed in oven	______
Food cooked to desired doneness	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Convection oven
Pan of food to be cooked
Oven mitt or pot holder

B. Procedure

☐ 1. Turn the master switch on.

☐ 2. Turn the thermostat to the desired temperature.

☐ 3. Allow the oven to reach the desired temperature.

Note: Check the temperature with an internal oven thermometer.

☐ 4. Place the pan of food in the oven.

☐ 5. Load the oven evenly (Figure 1).

Note: Overloading the oven can cause uneven cooking.

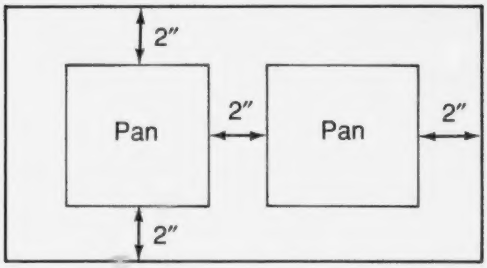
a. Pans should be 2 inches away from the door.

b. Pans should be 2 inches away from each other.

Job Sheet 29

c. Pans should be 2 inches away from the walls of the oven.

Figure 1



☐ 6. Cook the food as directed in the recipe.

Note: Convection ovens cook more quickly than conventional ovens; recipes for conventional ovens will need lower temperatures—decrease by 25 to 50 degrees Fahrenheit, and less time—decrease by one-third.

☐ 7. Remove the cooked food from the oven.

Caution: Use an oven mitt or pot holder.

☐ 8. Turn the master switch off.

☐ 9. Return tools and materials to proper storage.

☐ 10. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 30—Clean a Convection Oven

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Oven thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

- Convection oven
- Long handled metal scraper
- Long handled brush
- Clean cloth
- Gong brush
- Detergent solution
- Stainless steel polish

B. Procedure for daily cleaning

☐ 1. Turn off the oven.

☐ 2. Allow the oven to cool.

☐ 3. Remove the shelves from the oven.

☐ 4. Take the shelves to the pot and pan sink.

☐ 5. Scrub the shelves in detergent solution.

☐ 6. Rinse the shelves and allow them to air dry.

☐ 7. Scrape any burned particles from the inside of the oven.

☐ 8. Brush out the inside of the oven.

☐ 9. Brush the shelf ledges and the door crevices.

☐ 10. Replace the shelves.

Job Sheet 30

☐ 11. Wash the outside of the door.

☐ 12. Wash the outside of the frame.

☐ 13. Rinse the washed areas.

☐ 14. Wipe all surfaces dry.

C. Procedure for weekly cleaning

☐ 1. Turn off the oven; allow the oven to cool.

☐ 2. Remove the shelves and side racks.

☐ 3. Take the shelves and side racks to the pot and pan sink.

☐ 4. Scrub the shelves and side racks.

☐ 5. Rinse the shelves and side racks.

☐ 6. Allow the shelves and side racks to air dry.

☐ 7. Scrape any burned particles from the inside of the oven.

☐ 8. Brush out the inside of the oven.

☐ 9. Brush the door crevices.

☐ 10. Scrub the inside of the oven.

☐ 11. Scrub the inside and outside of the oven door.

☐ 12. Scrub the frame.

☐ 13. Rinse the inside and outside of the oven door.

☐ 14. Replace the clean side racks and shelves.

☐ 15. Wipe the outside of the oven dry.

☐ 16. Polish the outside with stainless steel polish.

☐ 17. Return tools and materials to proper storage.

Job Sheet 30

☐ 18. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 31—Operate a Microwave Oven

Name ________________________ Attempt Number ________

Date ________________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked in microwave safe dish	______
Food cooked to desired doneness	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Microwave oven
Microwave safe cooking dish
Food to be cooked
Oven mitt or pot holder

B. Procedure

Caution: Before using microwave oven, read manufacturer's suggested operation for the particular type of oven.

☐ 1. Place food no more than 3 inches deep in the cooking dish.

Note: Use only microwave safe cooking containers of such materials as paper, glass, or plastic. Sealed pouches should have vent holes to allow for the escape of steam.

Caution: Metal should not be used in the cooking cavity. Sparks or fire may occur.

☐ 2. Open the door.

Job Sheet 31

☐ 3. Place the food in the oven.

☐ 4. Close the door.

☐ 5. Set the timer.

☐ 6. Cook the food according to the recipe.

Note: When using a microwave oven, the operator should follow time guides as specified in a microwave cookbook. Microwave ovens are used for thawing, heating to room temperature, cooking to an edible temperature, and precooking. To equalize the cooking of food, liquid or semi-liquid food should be stirred during the cooking process. In some ovens the timer will have to be reset if the door is opened. For casseroles and foods that splatter easily, a paper towel should be placed on top of the food container.

☐ 7. Remove the food when cooking is complete.

Caution: An oven mitt or pot holder may be necessary, especially if food has been allowed to stand.

☐ 8. Clean the microwave oven.

Note: Follow the procddure in Job Sheet 32.

☐ 9. Return tools and equipment to proper storage.

☐ 10. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 32—Clean a Microwave Oven

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Microwave oven thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Microwave oven
Clean cloths
Paper towels
Mild detergent solution

B. Procedure

☐ 1. Turn off the oven.

☐ 2. Let the oven cool, if necessary.

☐ 3. Remove the trays.

☐ 4. Remove the splatter shield.

☐ 5. Wash the trays and splatter shield in mild detergent solution.

☐ 6. Rinse the trays and splatter shield.

☐ 7. Wipe the trays and splatter shield dry.

☐ 8. Wipe the inside of the oven with paper towels to remove any spills.

☐ 9. Wash the inside of the oven with mild detergent solution.

☐ 10. Rinse the inside of the oven.

Job Sheet 32

☐ 11. Wipe the inside of the oven dry.

☐ 12. Replace the trays and splatter shield.

☐ 13. Wash the inside of the door with mild detergent solution.

☐ 14. Inspect the door area for dents or cracks in the seal.

Caution: Notify instructor if any dents or cracks are found as they will allow microwave leakage.

☐ 15. Rinse the inside of the door.

☐ 16. Wipe all cleaned surfaces dry.

☐ 17. Return tools and materials to proper storage.

☐ 18. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 33—Operate a Rotary Toaster

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criterion	Rating
Bread toasted to desired degree as indicated by pleasing color	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Rotary toaster
Pastry brush
Bread
Margarine or butter
Serving pan

B. Procedure

Note: Steps 3 through 5 are for gas models only.

☐ 1. Set the thermostat to five.

☐ 2. Turn the switch on allowing basket rotation to begin.

☐ 3. Insert a lighted match into the lighter hole.

☐ 4. Open the gas valve.

☐ 5. Inspect the flames.

Note: The front and back flames should be the same size and as large as possible without yellow tips.

☐ 6. Preheat the toaster for 10 to 15 minutes.

☐ 7. Run two slices of bread through the toaster.

Job Sheet 33

☐ 8. Adjust the thermostat if necessary.

☐ 9. Run the desired number of bread slices through the toaster.

Caution: If toast gets stuck in a basket, do not stick a knife in the unit. Let the unit run. Eventually the toast will fall out or burn and break into parts and the parts will fall out.

☐ 10. Brush butter or margarine on the toast.

☐ 11. Stack finished toast slices in the serving pan.

☐ 12. Turn off the toaster.

☐ 13. Return tools and materials to proper storage.

☐ 14. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 34—Clean a Rotary Toaster

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Rotary toaster thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Rotary toaster
Small stiff-bristled brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the heat source.

☐ 2. Leave baskets rotating while allowing the rotary toaster to cool.

☐ 3. Turn the basket rotation switch off and disconnect the power when cool.

☐ 4. Remove the slanted toast guide.

☐ 5. Remove the crumb tray at the bottom of the toaster.

☐ 6. Brush all dry crumbs from the guide, tray, and surrounding table top.

☐ 7. Wash the toaster frame with a clean cloth dipped in detergent solution.

☐ 8. Wash the area under the toaster.

☐ 9. Wash the guide, tray, and surrounding table top.

☐ 10. Rinse all areas with a clean damp cloth.

Job Sheet 34

☐ 11. Wipe the toaster frame and parts dry.

☐ 12. Replace the toast guide and the crumb tray.

☐ 13. Return tools and materials to proper storage.

☐ 14. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 35—Operate Coffee Equipment

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	Rating
Coffee has good flavor (not bitter) and color	______
Coffee has pleasing aroma	______
Coffee is fresh	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Urn coffee maker
Automatic drip coffee maker
Coffee basket
Coffee filters
Coffee

B. Procedure for an urn coffee maker

☐ 1. Fill the urn with fresh water.

☐ 2. Turn on the heater to heat the water.

☐ 3. Allow the water to reach a temperature between 193 and 197 degrees Fahrenheit.

☐ 4. Rinse out the urn with fresh hot water.

☐ 5. Add premeasured coffee to the filter basket.

☐ 6. Spread the coffee evenly in the filter basket.

☐ 7. Place the basket on top of the urn.

Job Sheet 35

☐ 8. Turn on the water over the coffee or pour boiling water over the coffee.

☐ 9. Remove the grounds as soon as the water has gone through the basket.

Note: Failure to remove the grounds may cause the coffee to become bitter.

☐ 10. Remove one gallon of the freshly brewed coffee.

☐ 11. Pour the coffee into the urn.

☐ 12. Check the holding temperature to make sure that it is correct.

Note: The outside jacket should be 190 degrees Fahrenheit and the brew should be 185 degrees Fahrenheit.

☐ 13. Clean the coffee maker after each use.

- a. Lift the cover.
- b. Remove the filter.
- c. Empty the grounds in the designated area.
- d. Drain the urn.
- e. Close the drain.
- f. Rinse the drain and the urn.
- g. Drain the rinse water.
- h. Close the drain.

☐ 14. Make more coffee as needed.

C. Procedure for an automatic drip coffee maker

☐ 1. Place a filter in the filter basket.

☐ 2. Add premeasured coffee to the filter basket.

☐ 3. Place the filter basket in place.

☐ 4. Push the "on" button.

Job Sheet 35

☐ 5. Remove the grounds upon completion of brewing.

Note: Failure to remove the grounds may cause the coffee to become bitter.

☐ 6. Check the holding temperature to make sure that it is correct.

Note: The correct serving temperature is 180 degrees Fahrenheit.

☐ 7. Clean the filtering unit.

   a. Dump the filter and coffee grounds in the designated area.

   b. Rinse the unit with hot water.

   c. Let the unit air dry.

☐ 8. Make more coffee as needed.

☐ 9. Return tools and materials to proper storage.

☐ 10. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 36—Clean an Urn Coffee Maker

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criterion	**Rating**
Coffee maker thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Coffee urn
Long handled gong brush
Gauge brush
Clean cloth
Detergent solution
Urn cleaner

B. Procedure

☐ 1. Close the drain.

☐ 2. Partially fill the urn with hot water.

☐ 3. Scrub the urn.

☐ 4. Drain the urn.

☐ 5. Flush the urn with hot water.

☐ 6. Clean the glass gauge with a gauge brush.

   a. Remove the nut at the top of the tube.

   b. Insert the brush with urn cleaner.

   c. Plunge up and down with the brush.

   d. Rinse the gauge.

Job Sheet 36

☐ 7. Partially fill the urn with water; leave until the next service.

☐ 8. Wipe the outside of urn.

☐ 9. Scrub the drain.

☐ 10. Scrub the urn stand.

☐ 11. Wipe all parts of the urn dry.

☐ 12. Leave the urn open until the next use.

☐ 13. Return tools and equipment to proper storage.

☐ 14. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 37—Operate a Range

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked on range top according to recipe	____
Food cooked on burner grids according to recipe	____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Range
Stock pot
Skillet
Recipe
Food to be cooked

B. Procedure for using the range top

Note: The uses for a range top are varied; simmering, stewing, holding, and warming are the most common uses.

☐ 1. Preheat the range top to the desired temperature.

☐ 2. Place the food in the stock pot.

☐ 3. Place the stock pot on the range top.

☐ 4. Cook the food as directed in the recipe.

☐ 5. Remove the stock pot from the range.

☐ 6. Turn off the range top.

☐ 7. Clean up any spills.

Job Sheet 37

C. Procedure for using the burner grids.

Note: Frying, sauteing, and braising are the most common cooking methods performed on burners.

☐ 1. Place a skillet on the burner grid.

☐ 2. Place the food in the skillet.

Note: Coat the skillet with oil or shortening if specified in the recipe.

☐ 3. Regulate the burner to the desired temperature according to the recipe.

☐ 4. Cook the food according to the recipe.

☐ 5. Remove the skillet from the burner grid.

☐ 6. Turn off the heat.

☐ 7. Wipe up any spills or splatters.

☐ 8. Return tools and equipment to proper storage.

☐ 9. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 38—Clean a Range

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Range thoroughly cleaned and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Range
Gong brush
Skillet
Clean cloths
Scraper
Detergent solution
Stainless steel polish

B. Procedure

Note: The range should be cleaned daily.

☐ 1. Allow the range to cool.

☐ 2. Loosen all burned particles with a scraper.

☐ 3. Scrub the top of the range with detergent solution.

Note: Use only a very small amount of water on the range top.

☐ 4. Clean the back of the range top.

☐ 5. Rinse the cleaned areas.

☐ 6. Wipe all surfaces dry.

☐ 7. Remove the burner grids from the top of the range.

☐ 8. Take the grids to the pot and pan sink.

Job Sheet 38

☐ 9. Scrub the grids in detergent solution.

☐ 10. Rinse the grids.

☐ 11. Wipe the grids dry.

☐ 12. Replace the burner grids on top of the range.

☐ 13. Scrub the outside of the range; front, back, and sides.

☐ 14. Rinse the cleaned areas.

☐ 15. Wipe all outside surfaces dry.

☐ 16. Polish all trim with stainless steel polish.

☐ 17. Return tools and materials to proper storage.

☐ 18. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 39—Operate a Broiler

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Grid located correct distance from heat for desired degree of doneness	______
Meat cooked to desired doneness	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Broiler
Brush
Spatula or tongs
Pot holders
Cooking oil
Meat to be broiled
Waste fat container

B. Procedure

☐ 1. Preheat the broiler for approximately 15 minutes before using it.

☐ 2. Adjust the temperature control to the desired temperature.

☐ 3. Coat the grid with cooking oil to prevent sticking if necessary.

☐ 4. Place the meat on the grid using a spatula or tongs.

Note: Allow excess marinade or juices to drain before placing the food on the grid.

☐ 5. Locate the grid at the proper position for broiling according to the degree of doneness desired.

Note: This is a skill that comes with experience; distances given are approximate.

Job Sheet 39

a. Rare — One to two inches from the heat

b. Medium — Three to four inches from the heat

c. Well done — Four inches from the heat

Note: If meat is to be cooked well done, it should be cooked slower and longer.

☐ 6. Broil the meat on one side for half of the cooking time.

Note: The meat should be browned.

☐ 7. Season the meat on the cooked side.

☐ 8. Turn the meat and brown it on the other side.

☐ 9. Remove the meat from the grid when cooked to the desired degree of doneness.

☐ 10. Turn off the broiler.

☐ 11. Empty the grease into the waste fat container.

☐ 12. Return tools and equipment to proper storage.

☐ 13. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 40—Clean a Broiler

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Broiler properly assembled so grid will roll out and lock	______
Broiler thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Broiler
Long handled scraper
Waste fat container
Gong brush
Clean cloths
Detergent solution

B. Procedure

☐ 1. Turn off the broiler.

☐ 2. Allow the broiler to cool.

☐ 3. Remove the grid.

  a. Pull the lift lever to the left.

  b. Move the grid to the lowest position.

  c. Lift the grid up and out.

☐ 4. Take the grid to the pot and pan sink.

☐ 5. Soak the grid in detergent solution.

☐ 6. Scrape any burned particles from the sides of the broiler.

Job Sheet 40

☐ 7. Remove the grease tray.
☐ 8. Empty the grease into the proper container.
☐ 9. Take the grease tray to the pot and pan sink.
☐ 10. Scrub the broiler grid and the grease tray.
☐ 11. Rinse the grid and grease tray.
☐ 12. Allow the grid and grease tray to air dry.
☐ 13. Wash the inside of the broiler.
☐ 14. Wash the outside and top of the broiler.
☐ 15. Rinse the inside, outside, and top of the broiler.
☐ 16. Wipe all areas dry.
☐ 17. Replace the grease tray.
☐ 18. Replace the grid.
☐ 19. Lock the grid into position.
☐ 20. Test the grid to see if it will roll out and lock.
☐ 21. Push the grid back into the broiler unit.
☐ 22. Return tools and equipment to proper storage.
☐ 23. Clean the work area.

Evaluator's comments: ____

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Use and Care of Equipment
Unit 4

Job Sheet 41—Operate a Grill

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food cooked to proper doneness	______
Food has good eye appeal	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Grill
Long handled spatula or tongs
Cooking oil or shortening
Food to be grilled

B. Procedure

☐ 1. Turn on and preheat the grill.

☐ 2. Coat the grill with a thin film of cooking oil or shortening to season the surface.

☐ 3. Allow the oil to remain on the grill for two minutes.

☐ 4. Wipe the surplus oil from the grill.

☐ 5. Set the grill to the desired temperature.

☐ 6. Place the food items on the grill surface according to the recipe.

Note: Even rows with working space between the food items will allow for ease in cooking.

Job Sheet 41

☐ 7. Cook the food according to the recipe directions.

Note: Use a long handled spatula or tongs for turning foods. Be careful of splattering grease when turning foods. Scrape drippings into the grease trap between each load.

☐ 8. Remove the cooked food from the grill.

☐ 9. Turn off the grill.

☐ 10. Clean the grill.

Note: Follow the procedure in Job Sheet 42 or the manufacturer's directions.

☐ 11. Return tools and equipment to proper storage.

☐ 12. Clean the work area.

Evaluator's comments: ____________________

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Use and Care of Equipment
Unit 4

Job Sheet 42—Clean a Grill

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criterion	**Rating**
Grill thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

- Grill
- Grill brick or screen
- Flexible spatula
- Clean cloths
- Cooking oil
- Waste grease receptacle
- Detergent solution

B. Procedure

☐ 1. Turn off the grill.

☐ 2. Let the grill cool.

☐ 3. Remove the grease trap.

☐ 4. Empty the grease into the waste grease receptacle.

☐ 5. Replace the grease trap.

☐ 6. Scrape loose food particles into the grease trap.

☐ 7. Turn the grill to "low".

☐ 8. Rub the grill with a pumice stone, grill brick, or grill screen.

Note: Rub with the grain of the metal.

Job Sheet 42

☐ 9. Scrape the loosened particles into the grease trap.

Note: Be sure to remove all dust particles left by the grill brick.

☐ 10. Clean the grill with a damp cloth.

Note: Do not forget to clean the sides and back of the grill.

☐ 11. Remove the grease trap.

☐ 12. Empty the collected particles into the trash can.

☐ 13. Take the grease trap to the pot and pan sink.

☐ 14. Wash the grease trap in detergent solution.

☐ 15. Rinse the grease trap.

☐ 16. Let the grease trap air dry.

☐ 17. Replace the grease trap.

☐ 18. Season the grill.

- a. Place a small amount of cooking oil on a clean cloth.
- b. Rub the grill with the oiled cloth.

  Note: Rub with the grain of the grill.

☐ 19. Return tools and materials to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 43—Use Platform Scales

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Correct weight of food obtained	______
Scales immediately locked after use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Platform scales
Food to be weighed

B. Procedure

☐ 1. Turn lock to allow the scales to move freely.

☐ 2. Place the food to be weighed on the platform.

☐ 3. Read the weight of the food on the indicator dial.

Note: Add weights to the counterbalance hook if needed.

☐ 4. Add to or remove from the amount of food on the platform to obtain a specific amount for a recipe.

☐ 5. Remove the food from the scales.

☐ 6. Lock the scales immediately.

Note: Platform scales should never be left unlocked.

☐ 7. Return tools and equipment to proper storage.

Job Sheet 43

☐ 8. Clean the work area.

Evaluator's comments: ____

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____

Use and Care of Equipment
Unit 4

Job Sheet 44—Clean a Work Table

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Work table thoroughly cleaned outside and in drawers	______
Clean utensils returned to proper storage in drawers for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Work table
Scraper
Gong brush
Clean dry cloths
Detergent solution
Sanitizing solution

B. Procedure

Note: Thoroughly clean the work table once a week. Follow steps 1 through 8 to clean the table throughout the day and at the end of the day.

☐ 1. Scrape the table top.

☐ 2. Remove all scrapings into a waste container.

☐ 3. Scrub the top and sides of the table.

☐ 4. Rinse the scrubbed areas.

☐ 5. Sanitize the table top.

☐ 6. Let the table top air dry.

Job Sheet 44

☐ 7. Wipe the sides of the table.

☐ 8. Wipe the shelf.

☐ 9. Remove all utensils from the drawers.

☐ 10. Remove the drawers from the table.

☐ 11. Take the drawers to the pot and pan sink.

☐ 12. Scrub the drawers inside and out.

☐ 13. Rinse the drawers.

☐ 14. Dry the drawers.

☐ 15. Wipe the drawer frames.

☐ 16. Rinse the drawer frames and wipe them dry.

☐ 17. Return the drawers to the table.

☐ 18. Put clean utensils back into the drawers.

☐ 19. Return tools and materials to proper storage.

☐ 20. Clean the work area.

Evaluator's comments: ______________________________

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Use and Care of Equipment
Unit 4

Job Sheet 45—Clean a Can Opener

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Can opener thoroughly cleaned and double checked	____
Can opener reassembled for next use	____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Can opener
Brush
Clean cloths
Detergent solution
Sanitizing solution

B. Procedure

Caution: This piece of equipment is one of the most frequent causes of food contamination. Use special care when cleaning it.

☐ 1. Remove the can opener from the base plate.

☐ 2. Take the can opener to the pot and pan sink.

☐ 3. Scrub the blade and all parts.

Caution: Pay close attention to the area behind the blades.

☐ 4. Rinse the can opener.

☐ 5. Allow the can opener to air dry on a clean surface.

Job Sheet 45

☐ 6. Inspect the can opener for cleanliness.

Note: Reclean any areas that are suspect.

☐ 7. Sanitize food contact surfaces according to the directions on the sanitizing solution container.

☐ 8. Scrub the base plate attached to the table.

☐ 9. Rinse the base plate.

☐ 10. Replace the can opener on the base plate.

Note: The blade and other parts may be removed from electric can openers for cleaning.

☐ 11. Return tools and materials to proper storage.

☐ 12. Clean the work area.

Evaluator's comments: ____

____

____

Use and Care of Equipment
Unit 4

Job Sheet 46—Operate a Blender

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Food blended to degree desired for recipe	______
Lid on at all times when operating blender	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Blender
Rubber scraper
Food to be blended

B. Procedure

☐ 1. Follow the manufacturer's instructions for assembling the food container and agitator.

☐ 2. Place the food container on the base.

☐ 3. Place the substances to be blended in the food container.

Note: Consult the manufacturer's instructions for food items which can and cannot be blended in the food container.

☐ 4. Place the lid on the food container.

☐ 5. Secure the lid.

☐ 6. Connect the power cord.

☐ 7. Turn on the switch.

Job Sheet 46

☐ 8. Select the desired speed according to the recipe.

Note: The speed may be changed without stopping the machine.

☐ 9. Turn off the switch when the ingredients are of the desired consistency.

☐ 10. Remove the food container from the base and empty the contents using a rubber scraper.

☐ 11. Clean the blender.

Note: Follow the procedure in Job Sheet 47 or the manufacturer's directions.

☐ 12. Clean the work area.

Evaluator's comments: ____________________

____

____

Use and Care of Equipment
Unit 4

Job Sheet 47—Clean a Blender

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criterion	**Rating**
Blender thoroughly clean and ready for next use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criterion.

A. Equipment, tools and materials

Blender
Clean cloths
Detergent solution

B. Procedure

☐ 1. Unplug the blender.

☐ 2. Remove the food container from the base.

☐ 3. Take the food container to the pot and pan sink.

☐ 4. Disassemble the food container and agitator following the manufacturer's directions.

☐ 5. Wash the food container, agitator, and lid in detergent solution.

☐ 6. Rinse all parts thoroughly.

☐ 7. Allow the blender parts to air dry.

☐ 8. Wipe the blender base with a damp cloth.

Caution: Do not submerge the blender base in water.

Job Sheet 47

☐ 9. Polish the blender with a dry cloth.

☐ 10. Return tools and materials to proper storage.

☐ 11. Clean the work area.

Evaluator's comments: ______________________________

____

____

Use and Care of Equipment
Unit 4

Job Sheet 48—Clean a Milk Dispenser

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Milk dispenser thoroughly cleaned and sanitized	______
Milk dispenser allowed to cool to optimum safe temperature before new milk installed	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, tools and materials

Milk dispenser
Clean container
Clean cloths
Detergent solution
Sanitizing solution
Stainless steel polish

B. Procedure

☐ 1. Disconnect the power supply.

☐ 2. Place a clean container under the dispensing tube.

☐ 3. Open the valve.

☐ 4. Tip the milk carton forward.

☐ 5. Drain the remainder of milk from the dispenser.

Note: Refrigerate the milk immediately to prevent spoilage.

☐ 6. Remove the tube from the valve.

☐ 7. Clean the valve.

a. Wash with soapy water.

Job Sheet 48

  - b. Rinse.
  - c. Sanitize.
  - d. Allow to air dry.

☐ 8. Remove the milk carton from the dispenser.

☐ 9. Sanitize the handle.

☐ 10. Leave the cabinet door open.

☐ 11. Clean the interior of the dispenser.

  - a. Wash with soapy water.
  - b. Rinse.
  - c. Wipe dry.
  - d. Close the door.

☐ 12. Clean the exterior of the dispenser.

  - a. Wash with soapy water.
  - b. Rinse.
  - c. Wipe dry.
  - d. Polish with stainless steel polish.

☐ 13. Reconnect the power supply.

☐ 14. Wait one hour to allow the dispenser to achieve optimum refrigeration.

☐ 15. Install new milk carton.

Caution: Never allow milk to stand in the dispensing tubes.

☐ 16. Return tools and materials to proper storage.

Job Sheet 48

☐ 17. Clean the work area.

Evaluator's comments: ______________________________

____

____

Standard Recipe Use
Unit 5

Objective Sheet

Unit Objective

After completing this unit, the student should be able to organize food preparation and adjust recipes to desired yield. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to standard recipe use with their correct definitions.
2. List reasons for using a standardized recipe.
3. Select contents of a standard recipe.
4. Arrange in order the steps to follow when using a standard recipe.
5. Write abbreviations of weights and measures used in standard recipes.
6. Complete equivalents of weights and measures used in standard recipes.
7. Select true statements concerning common can sizes and their equivalents.
8. List reasons for accurate weighing and measuring.
9. Select true statements concerning reasons for substitutions in standard recipes.
10. Complete reasons for using a conversion table when adjusting standard recipes.
11. Convert weights and measures used in a standard recipe.
12. Adjust the yield on a standard recipe.
13. Select reasons for checking recipe calculations.
14. Complete statements concerning procedures for assembling supplies.
15. List ways to coordinate the use of needed equipment.
16. Arrange in order steps for organizing work.

Objective Sheet

17. Complete statements concerning methods of work simplification.
18. Select true statements concerning guidelines for timing food preparation.
19. Convert weights and measures using a conversion table. (Assignment Sheet 1)
20. Reduce a recipe. (Assignment Sheet 2)
21. Increase a recipe. (Assignment Sheet 3)
22. Analyze a work situation. (Assignment Sheet 4)

Standard Recipe Use
Unit 5

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Contents of a Standard Recipe (Objective 3)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instruction for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss the assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review basic math skills that will be used to convert weights and measures and to adjust the yield on recipes. Skill area: **math**.
2. Have students complete Student Supplement 1 to assess their knowledge of contents of a standard recipe.
3. Demonstrate proper weighing and measuring techniques.
4. Provide a complete conversion table for class use.
5. Provide a weight and measure equivalent table of commonly used foods for the class.
6. Demonstrate the steps for organizing work and methods of work simplification.
7. Have students discuss how organizing work and working "smarts" can benefit the employer and co-workers. Skill areas: **oral communication, listening, problem solving,** and **organizational effectiveness**.

References Used in Developing This Unit

1. Gibson, Leroy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: John Wiley and Sons, Inc., 1989.
3. West, B., L. Wood, V. Harger, and G. Shugart. *Food Service in Institutions*, 5th Ed. New York: John Wiley and Sons, Inc., 1977.

Suggested Supplemental Resources

1. FNIA Department, Oklahoma State University. *Food Preparation Manual*, 6th Ed. Dubuque, IA: Kendall Hunt Publishing Co., 1977.
2. *Occupational Food Service Education.* Fennimore, WI: Southwest Wisconsin Vocational Technical Institute, 1975.

Standard Recipe Use
Unit 5

Answers to Assignment Sheets

Assignment Sheet 1

1. a. 2 qts. = ½ gal.
   b. 4 pts. = 2 qts.
   c. 4 c. = 1 qt.

2. a. 18 oz. = 1 lb. 2 oz.
   b. 1½ lb. = 1 lb. 8 oz.
   c. 31 ½ oz. = 1 lb. 15½ oz.
   d. 2 lb.

Assignment Sheet 2

1. 1 lb.
2. 3½ c. = 1 pt. + 1½ c.
3. 3¼ qt. = 3 qts. + 1 c.
4. 1½ oz.
5. 2 qt. = ½ gal.
6. 5 lb.

Assignment Sheet 3

1. 2½ qt. = ½ gal. + 1 pt.
2. 8 oz. = ½ lb.
3. 4 oz. = ¼ lb.
4. 24 oz. = 1½ lb. or 1 lb. 8 oz.
5. 6 oz.
6. 2 c. = 1 pt.
7. 8 lb. 24 oz. = 9 lb. 8 oz. or 9½ lb.

Standard Recipe Use
Unit 5

Answers to Written Test

1.

a.	17	g.	1	m.	2	s.	20
b.	11	h.	5	n.	7	t.	15
c.	4	i.	9	o.	18	u.	19
d.	22	j.	21	p.	6	v.	24
e.	16	k.	23	q.	10	w.	13
f.	3	l.	12	r.	8	x.	14

2. a. To eliminate guesswork in production
   b. To establish standards of quality
   c. To establish consistency of products
   d. To control production

3. a, b, d, f, h

4.

a.	6	d.	4	g.	3
b.	9	e.	8	h.	5
c.	2	f.	1	i.	7

5. a. oz.
   b. lb. or #
   c. t. or tsp.
   d. T. or Tbsp.
   e. C. or c.
   f. pt.
   g. qt.
   h. gal.

6.

a.	3	d.	2
b.	16	e.	4
c.	2	f.	16

7. a, c, d

8. a. To control quantity
   b. To control quality
   c. To save time
   d. To prevent food waste

9. a, c, d

Answers to Written Test

10. a. Weights, measures
b. Accurate
c. Raw
d. Time

11. a. 9
b. 1½
c. 6
d. 1

12. a. 8 pt. = 4 qt. = 1 gal.
b. 16 qt. = 4 gal.
c. 16 c. = 8 pt. = 4 qt. = 1 gal.
d. 24 qt. = 6 gal.

13. b, c, d

14. a. Supplies
b. Storeroom
c. Perishable
d. Area

15. a. Collect all needed small equipment.
b. Arrange for the use of large equipment.

16. a. 6
b. 3
c. 1
d. 7
e. 5
f. 2
g. 4

17. a. Motions
b. Productive
c. Simple
d. Comfortable
e. Efficient
f. Normal
g. Orderly

18. b, d

Standard Recipe Use
Unit 5

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. The number and size of servings

______b. Equal in quantity or value

______c. Product being prepared

______d. To make larger

______e. The step by step directions in a recipe

______f. Food, spices, and flavorings to be combined to produce a specific product

______g. Changing or altering to fit what is needed

______h. The established proper characteristics of the product

______i. As purchased amounts by weight or measure

______j. To change or exchange for something equal in value

______k. To obtain a specific amount of food by volume

______l. A quantity less than a whole

______m. A liquid measure of one ounce

______n. Something used in place of another item

______o. The exact amount of ingredients needed

1. Adjusting
2. Fluid ounce
3. Ingredients
4. Name
5. Quality
6. Standardized
7. Substitute
8. Yield
9. AP
10. Recipe
11. Equivalent
12. Fraction
13. Notes
14. Standardized recipe
15. EP
16. Method
17. Portion
18. Quantity
19. Reduce

Written Test

_____p. Uniform; something that does not vary

_____q. A list of ingredients and instructions for preparing a certain product

_____r. The quantity or amount the recipe will produce

_____s. Tools or instruments needed to produce the recipe

_____t. Edible portion by weight or measure

_____u. To lessen in any way, as in size, weight, or amount

_____v. To determine a specific amount of food by using scales

_____w. Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate

_____x. A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time

20. Utensils
21. Convert
22. Increase
23. Measure
24. Weigh

2. List reasons for using a standardized recipe.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Select contents of a standard recipe by placing an "X" in each appropriate blank.

_____a. Name

_____b. Quantity

_____c. Wide range in number of portions

_____d. Utensils

Written Test

______e. Safety instructions

______f. Method of preparation

______g. Portion adjustments

______h. Notes

4. Arrange in order the steps to follow when using a standard recipe by numbering from 1 to 9.

______a. Collect any needed hand tools and utensils and check to see if other equipment needed will be available.

______b. Follow the method steps in order.

______c. Review the terms and abbreviations used in the recipe.

______d. Recheck calculations if the recipe was adjusted.

______e. Weigh or measure each ingredient listed in the recipe before proceeding.

______f. Read the recipe through once carefully.

______g. Check the amount the recipe yields.

______h. Assemble all of the necessary ingredients.

______i. Check the time required for preparation and plan so that the product will be finished at the proper time.

5. Write the correct abbreviations for the following weights and measures used in standard recipes.

a. Ounce = ________________

b. Pound = ________________

c. Teaspoon = ________________

d. Tablespoon = ________________

e. Cup = ________________

f. Pint = ________________

g. Quart = ________________

h. Gallon = ________________

Written Test

6. Complete the following equivalents of weights and measures used in standard recipes.

   a. 1 tablespoon = ____________ teaspoons

   b. 1 cup = ____________ tablespoons

   c. 1 pint = ____________ cups

   d. 1 quart = ____________ pints

   e. 1 gallon = ____________ quarts

   f. 1 pound = ____________ ounces

7. Select true statements concerning common can sizes and their equivalents by placing an "X" in each appropriate blank.

   ______a. A No. 303 can yields approximately 2 cups.

   ______b. A No. 2 can contains approximately 1 pound.

   ______c. Two No. 3 cans equal 1 No. 10 can.

   ______d. One No. 10 can contains 3 quarts.

   ______e. One No. 2½ can yields approximately 4 cups.

   ______f. Ten No. 2 cans equal one No. 10 can.

8. List reasons for accurate weighing and measuring.

   a. ____

   b. ____

   c. ____

   d. ____

9. Select true statements concerning reasons for substitutions in standard recipes by placing an "X" in each appropriate blank.

   ______a. To cut down on cost

   ______b. To decrease food value

   ______c. To make use of surplus food

   ______d. To take the place of an ingredient that is not on hand

Written Test

10. Complete the following reasons for using a conversion table when adjusting standard recipes.

    a. To obtain equivalent ________________ and ________________

    b. To obtain ________________ figures for calculations

    c. To obtain AP or EP weight and measure of ________________ foods

    d. To save ________________

11. Convert the following weights and measures if 1 ounce of ingredient equals 3 tablespoons (1 oz. = 3 T.).

    a. 3 oz. = ______ T.

    b. ½ oz. = ______ T.

    c. ______ oz. = 18 T.

    d. ______ oz. = ⅓ T.

12. Adjust the following recipe amounts by increasing the yield from 100 portions to 400 portions and convert to the largest practical weight or measure.

    a. 2 pt. = ________________________________

    b. 4 qt. = ________________________________

    c. 4 c. = ________________________________

    d. 6 qt. = ________________________________

13. Select reasons for checking recipe calculations by placing an "X" in each appropriate blank.

    ______a. Calculation errors may occur when recipe is photocopied.

    ______b. Inaccurate recipes cause production problems.

    ______c. Calculation errors may occur when recipe is retyped.

    ______d. Calculation errors may occur when recipe is converted.

Written Test

14. Complete the following statements concerning procedures for assembling supplies.

    a. Use a tray or cart to assemble ________________.

    b. Make one trip to the ________________ for dry goods.

    c. Make one trip to the cooler for ________________ foods.

    d. Roll food bins to the ________________ of preparation.

15. List two ways to coordinate the use of needed equipment.

    a. ____

    b. ____

16. Arrange in order the following steps for organizing work by numbering from 1 to 7.

    ______a. Coordinate the use of needed equipment.

    ______b. Know the reasons for and contents of a standard recipe.

    ______c. Know and observe safety and sanitation rules.

    ______d. Allot a reasonable time for carrying out required duties or assignments.

    ______e. Follow the procedure for assembling supplies.

    ______f. Understand the duties or assignments given.

    ______g. Check calculations if the recipe was adjusted.

17. Circle the words which best complete the following statements concerning methods of work simplification.

    a. Work with rhythmic, smooth flowing (motives, motions).

    b. Arrange motions so that both hands are (productive, idle) at the same time.

    c. Keep hand and body motions few, short, and (simple, complicated).

    d. Maintain (constant, comfortable) working positions and conditions.

    e. Arrange the placement of materials and equipment for an (efficient, inept) sequence of motions.

    f. Work in your (normal, coworker's) work area when possible.

    g. Store materials in an (awkward, orderly) manner.

Written Test

18. Select true statements concerning guidelines for timing food preparation by placing an "X" in each appropriate blank.

_____a. Prepare foods that require the longest production time last.

_____b. Avoid preparing foods so far in advance that the quality is lost.

_____c. Organize the work schedule so that the same amount of time can be given to each item.

_____d. Complete the preparation of all foods at the time they are required.

***Permission to duplicate this test is granted.**

Standard Recipe Use
Unit 5

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Convert Weights and Measures Using a Conversion Table Rating _____

Comments: ____

____

Assignment Sheet 2—Reduce a Recipe Rating _____

Comments: ____

____

Assignment Sheet 3—Increase a Recipe Rating _____

Comments: ____

____

Assignment Sheet 4—Analyze a Work Situation Rating _____

Comments: ____

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

381

Contents of a Standard Recipe

Name: Spaghetti Sauce

Yield: 1 gallon **Portion:** 30 servings, 4 oz. each

Utensils: French knife, sauté pan, spoon, saucepot

Ingredients	Quantity	Method
Olive oil	½ cup	1. Sauté onions in olive oil for about 10 minutes, stirring frequently.
Onions, chopped	1 lb.	2. Remove onions to saucepot.
Beef, ground	2 lb.	3. In same pan, sauté ground beef.
Tomatoes, crushed	1 No. 10 can	4. Pour off grease and add beef to saucepot.
Tomato purée	2 qt.	5. Place all remaining ingredients in saucepot. Stir and simmer, at or below 200° Fahrenheit, for 4 hours.
Garlic powder	1 Tbsp.	6. Salt and pepper to taste and hold for service.
Sweet basil leaves, crushed	2 Tbsp.	
Oregano leaves, crushed	2 Tbsp.	
Bay leaves, whole	3	

Notes: Serve over spaghetti.

Standard Recipe Use
Unit 5

Information Sheet

1. **Terms and definitions**

   a. **Adjusting** — Changing or altering to fit what is needed

   b. **AP** — As purchased amounts by weight or measure

   c. **Convert** — To change or exchange for something equal in value

   d. **EP** — Edible portion by weight or measure

   e. **Equivalent** — Equal in quantity or value

   f. **Fluid ounce** — A liquid measure of one ounce

   g. **Fraction** — A quantity less than a whole

   h. **Increase** — To make larger

   i. **Ingredients** — Food, spices, and flavorings to be combined to produce a specific product

   j. **Measure** — To obtain a specific amount of food by volume

   k. **Method** — The step by step directions in a recipe

   l. **Name** — Product being prepared

   m. **Notes** — Suggestions for variations in uses, substitutions, or methods in the recipe when appropriate

   n. **Portion** — The number and size of servings

   o. **Quality** — The established proper characteristics of the product

   p. **Quantity** — The exact amount of ingredients needed

   q. **Recipe** — A list of ingredients and instructions for preparing a certain product

   r. **Reduce** — To lessen in any way, as in size, weight, or amount

   s. **Standardized** — Uniform; something that does not vary

Information Sheet

t. **Standardized recipe** — A recipe that has been tested to be of good quality, and if followed exactly, will give the same product every time

u. **Substitute** — Something used in place of another item

v. **Utensils** — Tools or instruments needed to produce the recipe

w. **Weigh** — To determine a specific amount of food by using scales

x. **Yield** — The quantity or amount the recipe will produce

2. **Reasons for using a standardized recipe**

a. To eliminate guess work in production

b. To establish standards of quality

c. To establish consistency of products

d. To control production

3. **Contents of a standard recipe**

a. Name

b. Yield

c. Portion

d. Utensils

e. Ingredients

Note: Ingredients should be presented in the form and order in which they will be used.

f. Quantity

Note: Quantity is stated by weight, measure, or count, using standard abbreviations.

g. Method of preparation

Note: Preliminary steps, such as preheating the oven, should be listed at the beginning of the methods; the steps should be specific.

h. Notes

Information Sheet

4. **Steps to follow when using a standard recipe**

   a. Read the recipe through once carefully.

   b. Review the terms and abbreviations used in the recipe.

      Note: If any are unfamiliar, find their meanings before you go on.

   c. Check the amount the recipe yields.

      Note: If the recipe yields the desired amount, then proceed with the recipe; if the recipe does not yield the desired amount increase or decrease the recipe as needed.

   d. Recheck calculations if the recipe was adjusted.

   e. Assemble all of the necessary ingredients.

      Note: This ensures that all of the ingredients are available in the required amounts.

   f. Collect any needed hand tools and utensils and check to see if other equipment needed will be available.

      Note: If the oven requires preheating, turn it on and set the temperature now.

   g. Check the time required for preparation and plan so that the product will be finished at the proper time.

   h. Weigh or measure each ingredient listed in the recipe before proceeding.

   i. Follow the method steps in order.

5. **Abbreviations for weights and measures used in standard recipes**

   a. Ounce — oz.

   b. Pound — lb. or #

   c. Teaspoon — t. or tsp.

   d. Tablespoon — T. or Tbsp.

   e. Cup — C. or c.

   f. Pint — pt.

   g. Quart — qt.

   h. Gallon — gal.

Information Sheet

6. **Equivalents of weights and measures used in standard recipes**

Note: Weights and measures of liquid and dry ingredients can vary. If in doubt, use a conversion table. This will prevent errors and thus ensure a quality product.

a. 1 tablespoon = 3 teaspoons

b. 1 cup = 16 tablespoons

c. 1 pint = 2 cups

d. 1 quart = 2 pints

e. 1 gallon = 4 quarts

f. 1 pound = 16 ounces

7. **Common can sizes and their equivalents** (Figure 1)

a. No. 303 can

- Contains 1 pound (15 fluid ounces) of product
- Yields approximately 2 cups

b. No. 2 can

- Contains 1 pound, 4 ounces (1 pint, 2 fluid ounces) of product
- Yields approximately 2½ cups
- Five No. 2 cans equal one No. 10 can.

c. No. 2½ can

- Contains 1 pound, 13 ounces (1 quart, 10 fluid ounces) of product
- Yields approximately 3½ cups
- Four No. 2½ cans equal one No. 10 can

Information Sheet

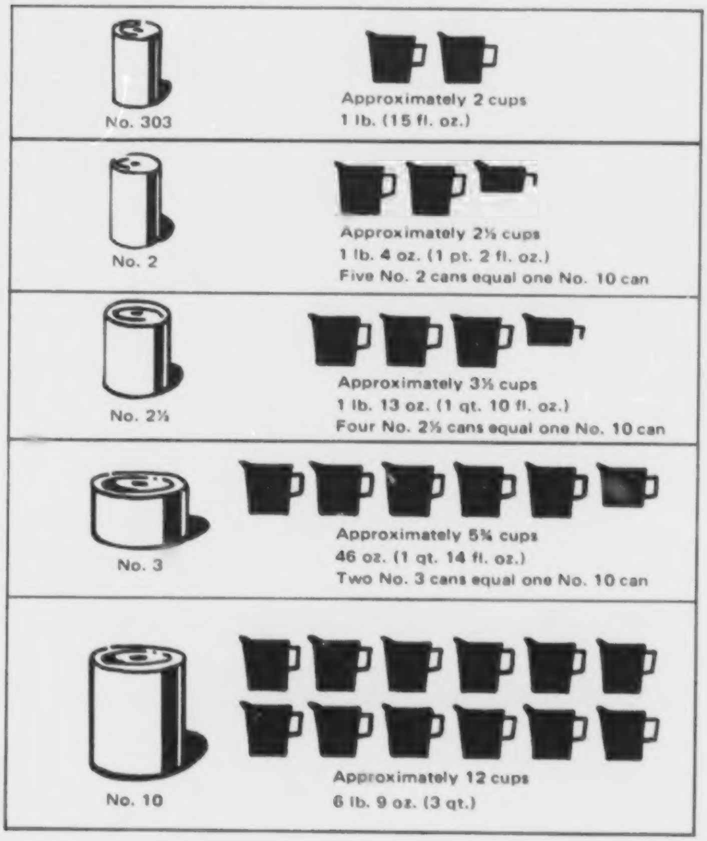
d. No. 3 can

- Contains 46 ounces (1 quart, 14 fluid ounces)
- Yields approximately 5¾ cups
- Two No. 3 cans equal one No. 10 can

e. No. 10 can

- Contains 6 pounds, 9 ounces (3 quarts)
- Yields approximately 12 cups

Figure 1


No. 303
Approximately 2 cups
1 lb. (15 fl. oz.)
No. 2
Approximately 2½ cups
1 lb. 4 oz. (1 pt. 2 fl. oz.)
Five No. 2 cans equal one No. 10 can
No. 2½
Approximately 3½ cups
1 lb. 13 oz. (1 qt. 10 fl. oz.)
Four No. 2½ cans equal one No. 10 can
No. 3
Approximately 5¾ cups
46 oz. (1 qt. 14 fl. oz.)
Two No. 3 cans equal one No. 10 can
No. 10
Approximately 12 cups
6 lb. 9 oz. (3 qt.)

Information Sheet

8. **Reasons for accurate weighing and measuring**

   a. To control quantity

      Note: If the recipe yield is for 50 three-ounce portions, the food items in the recipe should be correctly weighed and measured and the food correctly prepared or the yield will be more or fewer than 50 three-ounce portions.

   b. To control quality

      Note: Accuracy results in consistent flavor and appearance.

   c. To save time

      Note: If the yield is too low, more food may need to be prepared.

   d. To prevent food waste

      Note: If the yield is too high, there will be excess food to be stored or disposed of.

9. **Reasons for substitutions in standard recipes**

   a. To cut down on cost

   b. To increase food value

   c. To make use of surplus food

   d. To take the place of an ingredient that is not on hand

10. **Reasons for using a conversion table when adjusting standard recipes**

    Note: A complete conversion table of food weights and measures should be available in the kitchen for daily use.

    a. To obtain equivalent weights and measures

       Note: A conversion table gives conversion from weight to measure or measure to weight when only one is given in a recipe.

    b. To obtain accurate figures for calculations

    c. To obtain AP or EP weight and measure of raw foods

    d. To save time

Information Sheet

11. **Converting weights and measures**—Multiply both sides of the table by the number required to obtain the desired weight or measure.

Examples: 1 oz. of ingredient = 2 T.

If the recipe calls for 3 ounces, multiply both sides by 3.

1 oz. = 2 T.
3 × 1 oz. = 3 × 2 T.
3 oz. = 6 T.

If the recipe calls for 8 T., multiply both sides by 4.

1 oz. = 2 T.
4 × 1 oz. = 4 × 2 T.
4 oz. = 8 T.

If the recipe calls for 1 T., multiply both sides by ½.

1 oz. = 2 T.
½ × 1 oz. = ½ × 2 T.
½ oz. = 1 T.

12. **Adjusting the yield on a standard recipe**

a. Divide the required number of servings by the original number of servings given in the recipe.

b. Multiply each ingredient by the resulting answer.

Examples: To adjust a recipe from 50 servings to 25 servings

$$\frac{\text{Required Servings}}{\text{Servings Given in Recipe}} = \frac{25}{50} = \tfrac{1}{2} \times \text{Each Ingredient}$$

To adjust a recipe from 100 servings to 300 servings

$$\frac{\text{Required Servings}}{\text{Servings Given in Recipe}} = \frac{300}{100} = 3 \times \text{Each Ingredient}$$

Note: This formula is often referred to as the **new over old** method.

c. Convert the measure or weight obtained to the largest practical measure or weight.

Example: A recipe was increased from 100 portions to 300 portions.

2 c. × 3 = 6 c. = 3 pt. = 1 qt. 1 pt.
2 pt. × 3 = 6 pt. = 3 qt.
4 qt. × 3 = 12 qt. = 3 gal.
12 oz. × 3 = 36 oz. = 2 lb. 4 oz. or 2 ¼ lb.

13. Reasons for checking recipe calculations

a. Calculation errors may occur

- When recipe is reduced
- When recipe is increased
- When recipe is converted
- When recipe is retyped

b. Inaccurate recipes cause production problems

- Overproduction
- Underproduction
- Spoilage of food

14. Procedure for assembling supplies

a. Use a tray or cart to assemble supplies.

b. Make one trip to the storeroom for dry goods.

c. Make one trip to the cooler for perishable foods.

d. Roll food bins to the area of preparation.

Examples: Flour, sugar, meal, powdered milk

Note: Always use opened containers first.

Information Sheet

15. Ways to coordinate the use of needed equipment

a. Collect all needed small equipment.

b. Arrange for the use of large equipment.

  - Coordinate with other departments using the same piece of equipment.
  - Discuss with other departments the length of time needed for each piece of large equipment.

  Note: Searching for equipment during preparation disrupts the work flow and increases the likelihood of error and time loss.

16. Steps for organizing work

a. Know and observe safety and sanitation rules.

b. Understand the duties or assignments given.

c. Know the reasons for and contents of a standard recipe.

d. Check calculations if the recipe was adjusted.

e. Follow the procedures for assembling supplies.

f. Coordinate the use of needed equipment.

g. Allot a reasonable time for carrying out required duties or assignments.

17. Methods of work simplification

a. Work with rhythmic, smooth flowing motions.

b. Arrange motions so that both hands are productive at the same time.

c. Keep hand and body motions few, short, and simple.

d. Maintain comfortable working positions and conditions.

e. Arrange the placement of materials and equipment for an efficient sequence of motions.

f. Work in your normal work area when possible.

g. Store materials in an orderly manner.

Information Sheet

18. Guidelines for timing food preparation

a. Prepare the foods that require the longest production time first.

b. Avoid preparing foods so far in advance that the quality is lost.

c. Organize the work schedule so that adequate time can be given to each item.

d. Complete the preparation of all foods at the time they are required.

Standard Recipe Use
Unit 5

Student Supplement 1—Identify Contents of a Standard Recipe

Name ______________________________

Directions: Following is a list of words that are headings for various contents of a recipe. Using the recipe below, identify the contents of a standard recipe by placing the letter designated on the recipe next to the appropriate heading.

______ 1. Method

______ 2. Yield

______ 3. Portion

______ 4. Ingredients

______ 5. Note

______ 6. Quantity

______ 7. Utensils

______ 8. Name

a. Spaghetti Sauce

b. 1 gallon **c.** 30 servings, 4 oz. each

d. French knife, sauté pan, spoon, saucepot

e.	f.	g.
Olive oil	½ cup	1. Sauté onions in olive oil for about 10 minutes, stirring frequently.
Onions, chopped	1 lb.	
Beef, ground	2 lb.	
Tomatoes, crushed	1 No. 10 can	2. Remove onions to saucepot.
Tomato purée	2 qt.	
Garlic powder	1 Tbsp.	3. In same pan, sauté ground beef.
Sweet basil leaves, crushed	2 Tbsp.	
Oregano leaves, crushed	3 Tbsp.	4. Pour off grease and add beef to saucepot.
Bay leaves, whole	3	
		5. Place all remaining ingredients in saucepot. Stir and simmer, at or below 200° Fahrenheit, for 4 hours.
		6. Salt and pepper to taste and hold for service.

h. Serve over spaghetti.

Standard Recipe Use
Unit 5

Assignment Sheet 1—Convert Weights and Measures Using a Conversion Table

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct answers given	______
Answers correctly converted to largest practical weight or measure	______

Directions: Using the information in the following conversion table, complete the information below. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

Conversion Table

Food Item	**Weight**	**Measure**
Baking soda	6 oz.	1 cup
Cornmeal	1 lb. 5 oz.	1 quart
Milk	2 lb.	1 pint
Mustard	8 oz.	1 pint
Rolled oats	3 oz.	1 cup
Pickle relish	10½ oz.	1 pint
Vinegar	1 lb.	1 pint

1. Convert the following weights to measures.

   a. 2 lb. 10 oz. of cornmeal = ______________________________

   b. 32 oz. of mustard = ______________________________

   c. 12 oz. of rolled oats = ______________________________

2. Convert the following measures to weights.

   a. 3 cups of baking soda = ______________________________

   b. 1½ pints of milk = ______________________________

   c. 3 pints of pickle relish = ______________________________

   d. 1 quart of vinegar = ______________________________

Standard Recipe Use
Unit 5

Assignment Sheet 2—Reduce a Recipe

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct answers given	______
Answers correctly converted to largest practical weight or measure	______

Directions: The following recipe ingredients yield one hundred 5-ounce portions. Reduce the recipe to yield fifty 5-ounce portions. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

Creamed Chicken

Ingredient	Amount for 100 portions	Amount for 50 portions
Flour	2 lb.	1. ____________
Chicken fat	7 cups	2. ____________
Chicken stock	6½ qt.	3. ____________
Salt	3 oz.	4. ____________
Milk	4 qt.	5. ____________
Chicken, cooked, cubed	10 lb.	6. ____________

Standard Recipe Use
Unit 5

Assignment Sheet 3—Increase a Recipe

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Correct answers given	______
Answers correctly converted to largest practical weight or measure	______

Directions: The following recipe ingredients yield 100 rolls. Increase the recipe to yield 200 rolls. Convert answers to the largest practical weight or measure. The above criteria will be used to evaluate your performance.

Plain Rolls

Ingredient	**Yield: 100 Rolls**	**Yield: 200 Rolls**
Milk	1¼ qt.	1. ______________
Sugar	4 oz.	2. ______________
Salt	2 oz.	3. ______________
Fat	12 oz.	4. ______________
Yeast, compressed	3 oz.	5. ______________
Water, lukewarm	1 cup	6. ______________
Flour	4 lb. 12 oz.	7. ______________

Standard Recipe Use
Unit 5

Assignment Sheet 4—Analyze a Work Situation

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accuracy of observations	______
Validity of time-saving methods	______
Participation in class discussion	______

Directions: Observe a fellow student preparing a recipe. List the pieces of equipment used and the food items required. Observe the arrangement for work. List any interruptions to get supplies or equipment and the amount of time spent. Answer the questions that follow and be prepared to discuss your answers in class. The above criteria will be used to evaluate your performance.

Equipment	**Food Items**
______________________	______________________
______________________	______________________
______________________	______________________
	______________________
	______________________
	______________________

Cause of Interruption	**Time Spent**
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Assignment Sheet 4

- Could time have been saved in the preparation of this recipe? ____________________
- If so, what are specific measures that could have been followed to avoid wasting time?

____

____

____

____

____

Food Quality, Receiving, and Storage
Unit 6

Objective Sheet

Unit Objective

After completing this unit, the student should know the procedures for receiving and storing food properly. The student should demonstrate these competencies by completing the assignment sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to food quality, receiving, and storage with their correct definitions.
2. Distinguish between federal stamps that relate to food quality.
3. List labeling requirements for food products.
4. Complete statements concerning tests used to determine quality of food.
5. List information to specify when ordering food.
6. Arrange in order the procedures for receiving food.
7. Select dry storage requirements.
8. Distinguish between types of dry storeroom contents.
9. Complete statements concerning storage requirements for insecticides, rodenticides, and caustic cleaning agents.
10. List rules of storeroom management.
11. Select true statements concerning duties of storeroom personnel.
12. List refrigerated storage requirements.
13. Select true statements concerning general practices and procedures for refrigerated storage.
14. Select true statements concerning frozen storage requirements.

Objective Sheet

15. State the purpose of a storeroom food requisition.
16. Arrange food products, using the FIFO rotation system. (Assignment Sheet 1)
17. Record observations of food handling and storing. (Assignment Sheet 2)
18. Complete a food requisition form. (Assignment Sheet 3)

Food Quality, Receiving, and Storage
Unit 6

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Federal Inspection Stamps (Objective 2)
   TM 2—Federal Grading Stamp (Objective 2)
   TM 3—Labeling Requirements Mandated by Law (Objective 3)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss the assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Make arrangements for class to visit a food service operation that maintains a proper food storage program. Have students complete Assignment Sheet 2 and report their findings in class. Skill areas: **oral communication,** and **listening**.

2. Films and pamphlets are available from different packers concerning their specific products. Check your storeroom for names and addresses, then have students write to their educational divisions to request information. Skill area: **writing**.

   Note: Films are usually available for return postage fee only.

3. Contact your local congressman or the United States Department of Agriculture for additional information on federal grade standards concerning commodities in later units.

4. Show students examples of federal stamps that relate to food quality and discuss their importance with class.

5. Have students investigate labeling requirements for various food products. Each student should select five food items, then check labels for mandatory information (refer to Objective 3). Have students bring examples to class and discuss information that is required and information that is voluntary. Skill areas: **reading, oral communication** and **listening**.

6. Set up real work situations where students will receive food items, check items against invoices, and inspect items for damage or infestation. Situations might include orders which have been shorted, incorrect sizes or qualities of food, and damaged items. Then, have students discuss the importance of following procedures for receiving. Skill areas: **reading, math,** and **problem solving**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Knight, John B. and Lendal H. Kotschever. *Quantity Food Production, Planning, and Management*, 2nd Ed. New York: Van Nos Reinhold, 1988.

3. Longree, Karla and Gertrude Armbruster. *Quantity Food Sanitation.* New York: John Wiley and Sons, 1987.

Suggested Activities

Suggested Supplemental Resources

1. *Back-of-the-House Training.* A three-part video training series that follows the food from the loading dock to the table, focusing on points where bacteria could be introduced.
2. *A Review of U.S. Food Grading and Inspection Programs.* Washington, DC: National Restaurant Association, 1989.

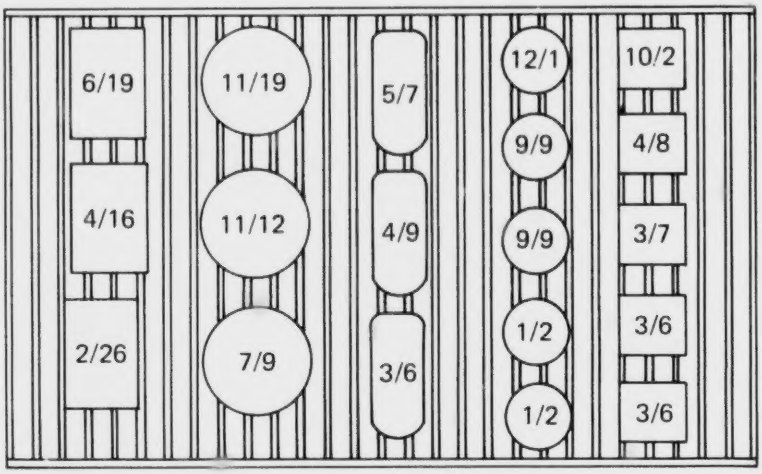
1 and 2 Available from:

National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036-3097

Food Quality, Receiving, and Storage
Unit 6

Answers to Assignment Sheets

Assignment Sheet 1


6/19
4/16
2/26
11/19
11/12
7/9
5/7
4/9
3/6
12/1
9/9
9/9
1/2
1/2
10/2
4/8
3/7
3/6
3/6

Assignment Sheet 2--Evaluated according to the stated criteria.

Assignment Sheet 3

Storeroom Requisition

Name of Station Prep

Date Needed March 17 Signature I. Cookem Good

Quantity	Description and Use	Cost
15 lb.	Ground beef	
1 doz.	Eggs	
5 cups	Tomato Sauce	
1 lb.	Onions	
2 oz.	Butter	

Food Quality, Receiving, and Storage
Unit 6

Answers to Written Test

1. a. 15
   b. 11
   c. 5
   d. 9
   e. 3
   f. 8
   g. 4
   h. 13
   i. 7
   j. 12
   k. 1
   l. 14
   m. 6
   n. 16
   o. 10
   p. 17
   q. 2

2. a. G
   b. I

3. Any four of the following:

   a. Product identification
   b. Ingredients
   c. Net weight of contents
   d. Federal inspection stamp
   e. Name and address of packer, distributor, or manufacturer
   f. Descriptive labeling

4. a. Weight
   b. Cooking
   c. Cost
   d. Canned food

5. Any four of the following:

   a. Name of item
   b. Quantity needed
   c. Grade or brand wanted
   d. Size or number of items per package
   e. Unit size on which price is based

6. a. 3
   b. 4
   c. 1
   d. 5
   e. 2
   f. 6

7. b, c, e, h

8. a. P
   b. NP
   c. P
   d. NP
   e. NP
   f. NF
   g. NF
   h. NP
   i. NP
   j. NF
   k. NP

Answers to Written Test

9. a. Food items
   b. Qualified personnel only
   c. All containers
   d. Only when necessary

10. a. Designated individual(s) will be responsible and have complete control.
    b. No unauthorized personnel will be admitted.

11. a, d, f, i, j

12. Any three of the following:

    a. Allow adequate space.
    b. Maintain proper sanitation.
    c. Maintain air circulation between items at all times.
    d. Maintain proper temperature.
    e. Locate in or near the production area.

13. a, c, e

14. a, b, c, f, g

15. To control food issues

Food Quality, Receiving, and Storage
Unit 6

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Storage area for non-perishable foods and non-food items

_____b. Food received first should be used first

_____c. Foods which will keep almost indefinitely when correctly stored

_____d. Containers made from plastics that are free from harmful substances; used for storing foods

_____e. Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored

_____f. Factors such as maturity, flavor, and texture that contribute to eating satisfaction

_____g. A determined or estimated amount

_____h. Storage area for perishable items with a temperature range from 32° to 40° Fahrenheit

_____i. A written request for food items to be obtained from storage

_____j. Amount of time you can reasonably expect a product to maintain its quality if proper storage procedures are followed

_____k. Measurement used to evaluate quality, weight, value, or quantity

1. Standard
2. IMPS number
3. Perishable
4. Quantity
5. Non-perishable
6. Storeroom receiving log
7. Requisition
8. Quality standards
9. Food grade plastic containers
10. Unit
11. FIFO policy
12. Shelf life
13. Refrigerated storage
14. Storeroom clerk
15. Dry storage
16. Thaw
17. Standard of identity

Written Test

______l. Person in charge of the storeroom

______m. List of all foods received which can be found in the storeroom

______n. To allow frozen foods to reach an unfrozen state

______o. Term describing size or quantity such as pound, can size, and number

______p. Defines what a food must include to be called by a particular name as established by the Food and Drug Administration

______q. Identifies a specific cut established by the National Association of Meat Packers for meat items in general usage

2. Distinguish between federal stamps that relate to food quality by placing an "I" for federal inspection stamp and "G" for federal grading stamp to the left of their function.

______a. Indicates the market classification of quality as compared to established standards

______b. Indicates that the product comes from a healthy source and has been processed under strict sanitary conditions

3. List four labeling requirements for food products.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Written Test

4. Complete the following statements concerning tests used to determine quality of food.

   a. Raw food tests determine best count, ______________ or quality.

   b. ______________ tests determine portion size, appearance and quality.

   c. Butchering tests determine portion ______________ after waste, trim, and by-products have been considered.

   d. ______________ tests check yield and cost; consider quality, drained weight and count.

5. List four items of information to specify when ordering food.

   a. ____

   b. ____

   c. ____

   d. ____

6. Arrange in order the procedures for receiving food by numbering from 1 to 6.

   ______a. Tag all meat.

   ______b. Accept the merchandise.

   ______c. Check invoice to be sure the count on the invoice is the same as the count delivered.

   ______d. Store items promptly in proper storage areas, perishable items first.

   ______e. Inspect the merchandise.

   ______f. List all items received in the storeroom receiving log.

7. Select dry storage requirements by placing an "X" in each appropriate blank.

   ______a. Dim lighting

   ______b. Good ventilation

   ______c. Low moisture

   ______d. Temperatures between 75° and 90° Fahrenheit

Written Test

______e. Freedom from insects and rodents

______f. Dirty

______g. Random arrangement

______h. Orderly arrangement

______i. Shelving placed ten inches off the floor and six inches from walls

8. Distinguish between types of dry storeroom contents by writing "NP" in front of non-perishable items, "P" in front of perishable items, and "NF" in front of non-food items.

______a. Tropical fruits

______b. Canned goods

______c. Root vegetables

______d. Flour

______e. Cereals

______f. Cleaning supplies

______g. Paper goods

______h. Spices

______i. Sugar

______j. Reserve supplies of utensils and dishes

______k. Shortening and oil in sealed cans

9. Complete the following statements concerning storage requirements for insecticides, rodenticides, and caustic cleaning agents.

   a. Store hazardous materials in a separate room away from ________________.

   b. Allow access to contents to ________________ only.

   c. ________________ should be clearly marked and identified for use.

   d. Handle these materials ________________.

Written Test

10. List two rules of storeroom management.

a. ____

____

b. ____

____

11. Select true statements concerning the duties of storeroom personnel by placing an "X" in each appropriate blank.

______a. Keep the storeroom clean.
______b. Do not inspect shipments.
______c. Place food in the storeroom whenever you have time.
______d. Date all packages.
______e. Stack food where there is room.
______f. Use the FIFO rotation system.
______g. Issue items to whomever wants them.
______h. Inventories are not required to be taken.
______i. Check storeroom contents frequently for damaged containers.
______j. Remove any damaged items immediately and notify manager.

12. List three refrigerated storage requirements.

a. ____
b. ____
c. ____

Written Test

13. Select true statements concerning general practices and procedures for refrigerated storage by placing an "X" in each appropriate blank.

______a. Inspect deliveries before refrigerating foods.

______b. Refrigerate delivered goods when you have time.

______c. Cover processed food and leftovers to prevent drying, transfer of odors, and contamination.

______d. Store highly perishable foods and potentially hazardous foods in the warmest areas of the refrigerator.

______e. Use care when putting warm foods in the refrigerator.

______f. To cool hot foods use deep containers which allow for rapid cooling of contents.

14. Select true statements concerning frozen storage requirements by placing an "X" in each appropriate blank.

______a. The temperature required to keep frozen food is from 0° to –10° Fahrenheit.

______b. Food items must be frozen when received.

______c. Maintain the FIFO storage procedure.

______d. Store foods indefinitely.

______e. Thaw foods under any conditions.

______f. Do not refreeze foods that have been thawed.

______g. Prepare foods properly for the freezer.

15. State the purpose of a storeroom food requisition.

____

***Permission to duplicate this test is granted.**

Food Quality, Receiving, and Storage
Unit 6

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Arrange Food Products Using the FIFO Rotation System Rating ______

Comments: ____

____

Assignment Sheet 2—Record Observations of Food Handling and Storing Rating ______

Comments: ____

____

Assignment Sheet 3—Complete a Food Requisition Form Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

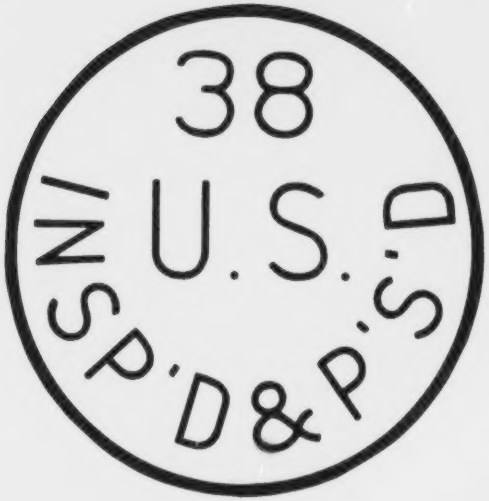
____

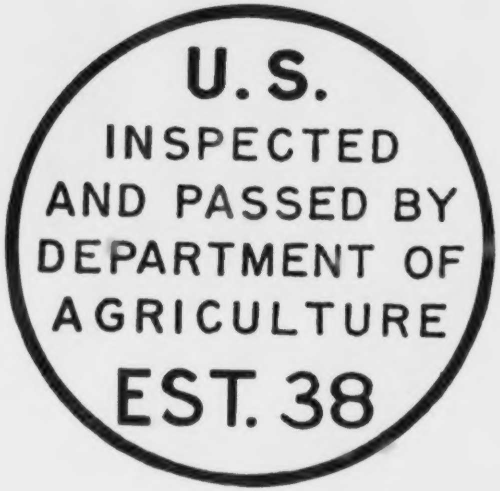
Teacher Signature ______________________________ Date __________

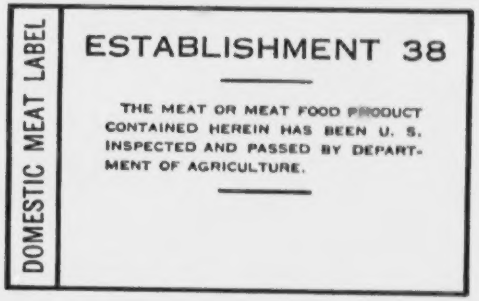
Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

Federal Inspection Stamps


38
U.S.
INSP'D & P'S'D


U.S.
INSPECTED
AND PASSED BY
DEPARTMENT OF
AGRICULTURE
EST. 38

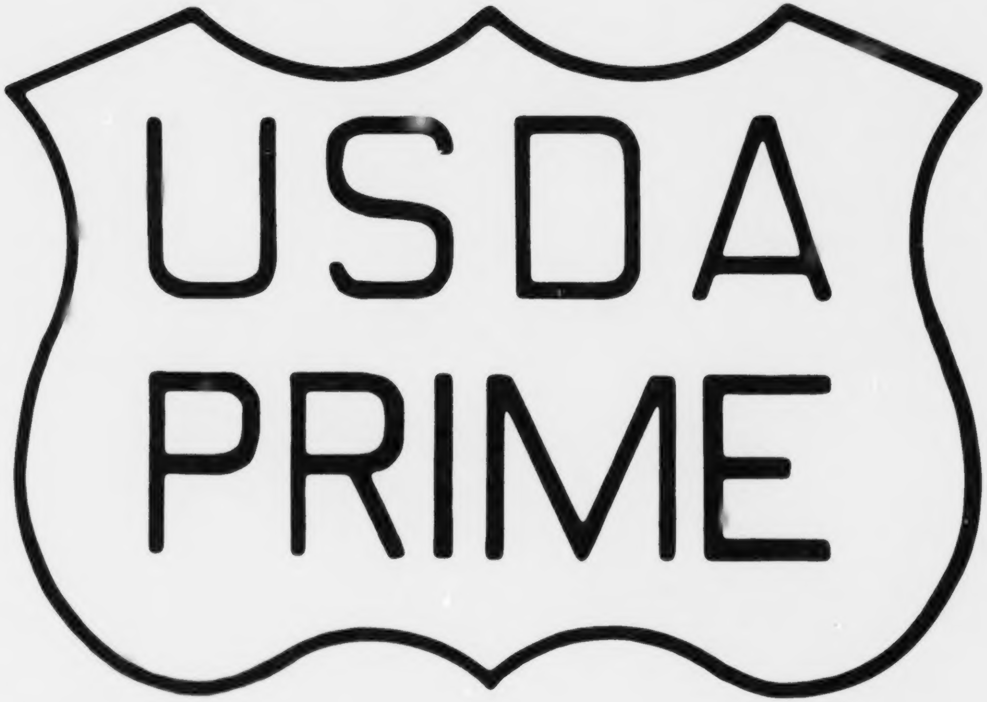

DOMESTIC MEAT LABEL

ESTABLISHMENT 38

THE MEAT OR MEAT FOOD PRODUCT CONTAINED HEREIN HAS BEEN U. S. INSPECTED AND PASSED BY DEPARTMENT OF AGRICULTURE.

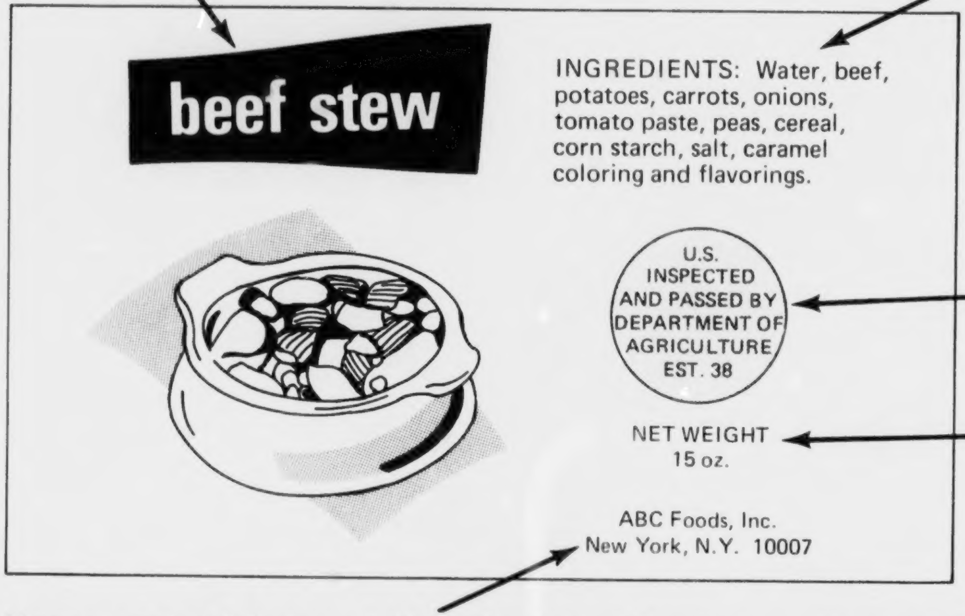
415

Federal Grading Stamp



Labeling Requirements Mandated by Law

Product Identification
(With no misrepresentation)



beef stew

INGREDIENTS: Water, beef, potatoes, carrots, onions, tomato paste, peas, cereal, corn starch, salt, caramel coloring and flavorings.

U.S.
INSPECTED
AND PASSED BY
DEPARTMENT OF
AGRICULTURE
EST. 38

NET WEIGHT
15 oz.

ABC Foods, Inc.
New York, N.Y. 10007

Ingredients
(Ingredients are listed in order with ingredient present in the greatest amount listed first and so on down to the least.)

Federal Inspection Stamp

Net Weight
(Includes syrup or liquid in which product is packed)

Name and Address of Manufacturer, Packer, or Distributor
(May be included as part of inspection stamp as a code number)

Food Quality, Receiving, and Storage
Unit 6

Information Sheet

1. **Terms and definitions**

   a. **Dry storage** — Storage area for non-perishable food and non-food items

   b. **FIFO policy** — First in, first out; food received first should be used first

   c. **Food grade plastic containers** — Containers made from plastics that are free from harmful substances; used for storing foods

   d. **IMPS number** — Institutional Meat Purchase Specification number; identifies a specific cut established by the National Association of Meat Packers for meat items in general usage

   e. **Non-perishable** — Foods which will keep almost indefinitely when correctly stored

   f. **Perishable** — Foods susceptible to invasion by bacteria, molds, yeasts, and spoilage unless correctly stored

   g. **Quality standards** — Factors such as maturity, flavor, and texture that contribute to eating satisfaction

   h. **Quantity** — A determined or estimated amount

   i. **Refrigerated storage** — Storage area for perishable items with a temperature range from 32° to 40° Fahrenheit

      Note: Freezer temperatures should be from 0° to −10° Fahrenheit.

   j. **Requisition** — A written request for food items to be obtained from storage

   k. **Shelf life** — Amount of time you can reasonably expect a product to maintain its quality if proper storage procedures are followed

      Note: Expiration dates indicate shelf life and should be checked regularly.

   l. **Standard** — Measurement used to evaluate quality, weight, value, or quantity

   m. **Standard of identity** — Defines what a food must include to be called by a particular name as established by the Food and Drug Administration

   n. **Storeroom clerk** — Person in charge of the storeroom

Information Sheet

- o. **Storeroom receiving log** — List of all foods received which can be found in the storeroom
- p. **Thaw** — To allow frozen foods to reach an unfrozen state
- q. **Unit** — Size or quantity designation of goods as purchased

  Examples: Cases, pounds, number of cans

2. **Federal stamps that relate to food quality**

- a. Federal inspection stamp — Indicates that the product comes from a healthy source and has been processed under strict sanitary conditions

  Note: It is mandatory for all meat and poultry, including processed products that are transported interstate, to have a federal inspection stamp.

- b. Federal grading stamp — Indicates the market classification of quality as compared to established standards

  Note: This stamp is permitted only on foods graded under the supervision of the United States Department of Agriculture.

3. **Labeling requirements for food products**

Note: This information is mandatory according to the Standard of Identity established by the U.S. Food and Drug Administration.

- a. Product identification — Indicates exactly what is contained with no misrepresentation
- b. Ingredients — Must be listed in order with greatest amount first

  Note: All additives such as preservatives and colors must be identified.

- c. Net weight of contents
- d. Federal inspection stamp
- e. Name and address of packer, distributor, or manufacturer

  Note: This may be included as part of the inspection stamp in establishment code.

- f. Descriptive labeling

  Note: This additional information may be included voluntarily by the packer or manufacturer and includes such things as serving suggestions, nutritional information, or recipes.

Information Sheet

4. **Tests used to determine quality of food**

   a. Raw food tests — Determine the best count, weight, or quality

      Note: These tests are used for fresh fruits and vegetables.

   b. Canned food tests — Check yield and cost; consider quality, drained weight, and count

      Note: These tests are used for canned or processed foods.

   c. Butchering tests — Determine portion cost after waste, trim, and by-products have been considered

      Note: These tests are used for meat, fish, and poultry.

   d. Cooking tests — Determine portion size, appearance, and quality

      Note: Color, texture, flavor, and form are also considered.

5. **Information to specify when ordering food**

   a. Name of item

      Note: When ordering meats, the name of the cut and the IMPS number should be included.

   b. Quantity needed

   c. Grade or brand wanted

   d. Size or number of items per package

   e. Unit size on which price is based

   f. Additional required information

      Examples: Count size, drained weight, style, packing medium

Information Sheet

6. Procedures for receiving food

a. Check the invoice to be sure the count on the invoice is the same as the count delivered.

b. Inspect the merchandise.

- For agreement with purchase order
- For agreement with specifications
- For wholesomeness of the product

c. Tag all meat.

- With date of delivery
- With weight

  Note: Weights may be recorded in pounds and ounces or pounds and tenths of pounds.

- With any other information needed to identify delivery

d. Accept the merchandise.

- Sign the invoice.
- Return a copy to the delivery person.

e. Store items promptly in proper storage areas, perishable items first.

f. List all items received in the storeroom receiving log.

7. Dry storage requirements

a. Good lighting

b. Good ventilation

c. Low moisture

d. Temperatures between 50° and 75° Fahrenheit

Note: Cool temperatures preserve flavor and nutritional value and reduce food spoilage.

Information Sheet

e. Shelving placed six inches off the floor and twelve inches from walls

   Note: This prevents contamination by floor soil or water and allows for cleaning underneath shelves.

f. Freedom from insects and rodents

g. Cleanliness

h. Orderly arrangement

8. **Dry storeroom contents**

   a. Non-perishable items

      - Canned goods
      - Flour
      - Cereals
      - Spices
      - Sugar
      - Shortening and oil in sealed cans

   b. Perishable items

      - Root vegetables
        - Potatoes
        - Onions
      - Tropical fruits
        - Bananas
        - Pineapple
        - Papayas

Information Sheet

c. Non-food items

- Paper goods
- Reserve supplies of utensils and dishes
- Cleaning supplies

Caution: Cleaning supplies should be kept in a separate area from food.

9. **Storage requirements for insecticides, rodenticides, and caustic cleaning agents**

a. Store hazardous materials in a separate room away from food items.

Note: If a separate room is unavailable, store possible contaminants in a locked cabinet.

b. Allow access to contents to qualified personnel only.

c. All containers should be clearly marked and identified for use.

d. Handle these materials only when necessary.

10. **Rules of storeroom management**

a. Designated individual(s) will be responsible and have complete control.

b. No unauthorized personnel will be admitted.

11. **Duties of storeroom personnel**

a. Keep the storeroom clean.

Note: Follow a schedule for cleaning tables and shelves, sweeping and mopping.

b. Inspect all shipments for damage, rodent or vermin infestation, or spoilage.

Note: If a shipment is bad, notify the purveyor and return the goods. Ask the receiving station to check shipments better.

c. Place food in the storeroom as quickly as possible.

Information Sheet

d. Date all packages.

e. Stack foods in their proper location for good organization.

f. Use the FIFO (first in, first out) rotation system.

g. Issue items only upon receipt of proper requisition.

h. Take inventories as required.

i. Check storeroom contents frequently for

- Damage or spoilage
- Broken or torn packages
- Bulging or leaking cans

j. Remove any damaged items immediately and notify manager.

Caution: Clean the area immediately to prevent contamination of other foods.

12. Refrigerated storage requirements

a. Allow adequate space (as determined by type of food service operation and delivery schedules).

b. Maintain proper sanitation.

Note: Wipe up any spilled food immediately.

c. Maintain air circulation between items at all times.

Note: The storage area should not be overcrowded; do not cover shelves with paper.

d. Maintain proper temperature.

Note: Perishable foods should be stored in coldest area. Check temperature frequently.

e. Locate in or near the production area.

Note: This will save time and labor.

Information Sheet

13. General practices and procedures for refrigerated storage

a. Inspect deliveries before refrigerating foods.

Note: Remove outside wrappings when possible since they may contain soil or harmful bacteria.

b. Refrigerate delivered goods as soon as possible.

c. Store highly perishable foods and potentially hazardous foods in the coldest area of the refrigerator.

Note: The coldest area is usually the bottom third of the refrigerator.

d. Cover processed foods and leftovers to prevent drying, transfer of odors, and contamination.

e. Use care when putting warm foods in the refrigerator.

Note: This raises the inside temperature and may cause other foods to spoil.

f. To cool hot foods use shallow containers which allow for rapid cooling of contents.

g. Store foods with strong odors in sealed food grade plastic containers.

14. Frozen storage requirements

a. The temperature required to keep frozen food frozen is from 0° to −10° Fahrenheit.

b. Food items must be frozen when received.

Note: Store only clean, undamaged packages.

c. Maintain the FIFO storage procedure.

d. Follow recommended product storage times.

Note: Frozen food will not keep indefinitely; extended storage time decreases the quality of the food product.

e. Thaw foods under proper conditions.

Note: Thaw foods under refrigeration, in cold running water, microwave, or during the cooking process.

Information Sheet

f. Do not refreeze foods that have been thawed.

Note: Refreezing decreases food quality and increases the chance of bacterial contamination.

g. Prepare food properly for the freezer.

Note: Use commercial freezer wrap, then label and date the product. Freeze quickly.

15. **Purpose of a storeroom food requisition**—To control food issues

Note: A requisition includes the name of the desired item, amount, size, and name of person requesting food items.

Food Quality, Receiving, and Storage
Unit 6

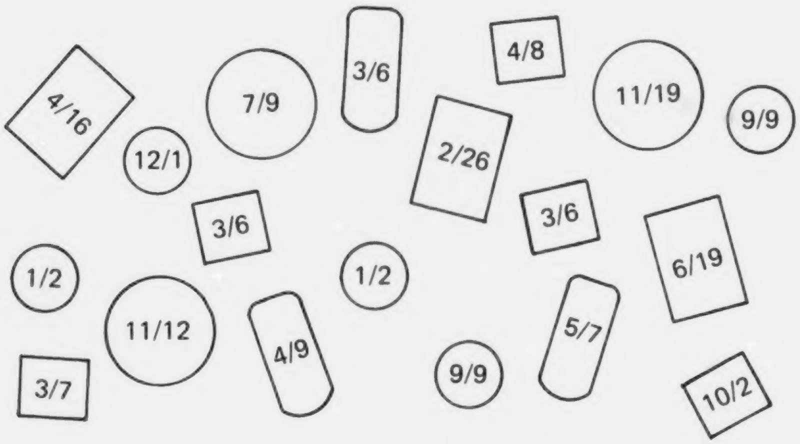
Assignment Sheet 1—Arrange Food Products Using the FIFO Rotation System

Name ________________________________ Overall Rating ________

Evaluation criteria	**Rating**
Accuracy of item dates	______
Items stored in FIFO order	______

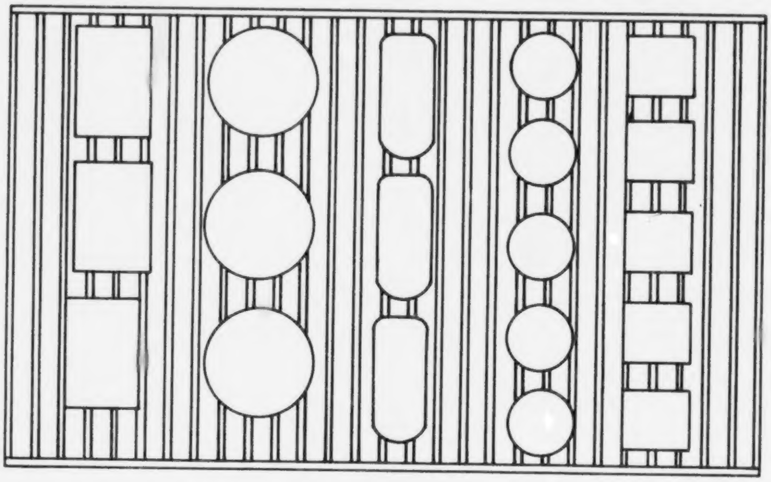
The shapes below represent an assortment of cans and boxes that were stored in FIFO order on a storeroom shelf. On December 31, the shelf broke and everything on it fell to the floor. Arrange the items on a new shelf in FIFO order. Each container is marked with the date on which it was received; the first number is the month and the second number is the day of the month. Write the date from each container in the place where you would store it on the shelf. The above criteria will be used to evaluate your performance.

Note: The front of the shelf is at the bottom of the drawing.



Assignment Sheet 1

The New Shelf



(Front of Shelf)

431

Food Quality, Receiving, and Storage
Unit 6

Assignment Sheet 2—Record Observations of Food Handling and Storage

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Accuracy of observations	______
Validity of suggestions	______

Directions: Visit a food service operation with your class. Observe food handling and storage procedures, then complete the following chart. Give suggestions for ways to improve upon the procedures you observed. The above criteria will be used to evaluate your performance.

	Yes	No
1. Were foods in the danger zone no longer then necessary?		
2. Were hot foods placed in shallow containers to cool?		
3. Was food stored off the floor?		
4. Were storeroom floors clean and dry?		
5. Was the FIFO policy being used?		
6. Were signs of rodents or insects absent from the storeroom?		
7. Was food covered and being stored in the refrigerator?		
8. Were cleaning supplies stored separately from foods?		
9. Were all cleaning supplies labeled?		
10. Were all cleaning supplies tightly sealed?		
11. Were all raw fruits and vegetables being washed before use?		

Assignment Sheet 2

If you answered "No" to any of the questions, what would you suggest to improve food handling and storage?

Did you notice any other areas where changes in food handling and storage could be improved? If so, what were they?

Food Quality, Receiving, and Storage
Unit 6

Assignment Sheet 3—Complete a Food Requisition Form

Name ________________________________ Overall Rating __________

Evaluation criteria	Rating
Correct quantity listed for food item	______
All items needed from storeroom are listed	______

You are the chef, and the name of your work station is PREP. Your are going to use the recipe below to prepare Baked Spiced Meat Loaf on March 17. When you check the recipe ingredients, you find that you have the salt, pepper, and paprika at your work station, but everything else must come from the storeroom. Fill out the storeroom requisition at the bottom of the page for the items you will need. You may leave the "Cost" column blank; it is sometimes filled in later as a help in comparing costs. The above criteria will be used to evaluate your performance.

Baked Spiced Meat Loaf

Yield: 50 portions — **Portion:** 4 oz. slice

Ingredients	Quantity	Method
Ground beef	15 lb.	1. Pass beef, eggs, and tomato sauce through a fine grinder.
Eggs	1 doz.	
Tomato sauce	5 cups	
Onions	1 lb.	2. Chop onions fine and sauté in 2 oz. of butter until golden.
Butter	2 oz.	
Paprika	2 Tbsp.	
Salt	2 Tbsp.	3. Mix meat, onions, and spices in mixer.
Pepper	1 Tbsp.	
		4. Place in baking pans. Bake in oven at 350° F. for 1 hour 40 minutes.

Assignment Sheet 3

Storeroom Requisition

Name of Station ____________________

Date Needed __________ Signature ____________________

Quantity	Description and Use	Cost

Seasoning
Unit 7

Objective Sheet

Unit Objective

After completing this unit, the student should be able to follow guidelines for the use, selection, and storage of seasonings. The student should demonstrate these competencies by completing the assignment sheet and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to seasonings with their correct definitions.
2. List the forms in which seasonings may be available.
3. Select true statements concerning guidelines for the use of seasonings.
4. Complete statements concerning how and when to add seasonings.
5. Complete statements concerning techniques for seasoning uncooked foods.
6. Select true statements concerning considerations for purchasing seasonings.
7. List considerations for storing seasonings.
8. Analyze the quality of spices and flavorings. (Assignment Sheet 1)

Seasoning
Unit 7

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss the assignment sheet. Review criteria for evaluation of this activity.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile assignment sheet rating and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

Suggested Activities

1. Have students complete Student Supplement 1—Research a Spice or Flavoring. Skill areas: **reading** and **writing**
2. Have students give reports to the class on the spice or flavoring they analyzed in Student Supplement 1. Skill areas: **oral communication** and **listening**
3. Make copies of Teacher Supplement 1 or post on a bulletin board for student access. Discuss with the class any herbs or spices that were not chosen for the activities in Student Supplement 1.
4. Set up a display of appropriate spices and flavorings which will allow students to identify the various kinds, their uses, and quality as required in Assignment Sheet 1. Discuss and demonstrate differences in appearance, aroma, and flavor.

Resources Used in Developing This Unit

1. French, Carol. *A Manual of Spices and Herbs.* Rochester, NY: R. T. French Co.
2. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
3. *A Guide to Spices.* Washington, DC: National Restaurant Association and The American Spice Trade Association.
4. West, B., L. Wood, V. Harger, and G. Shugart. *Food Service in Institutions,* 5th Ed. New York: John Wiley and Sons, 1977.

Suggested Supplemental Resources

1. Kowalchik, Claire and William H. Hylton, Eds. *Rodale's Illustrated Encyclopedia of Herbs.* Emmaus, PA: Rodale Press, 1987.
2. Tolley, Emelie and Chris Mead. *Cooking With Herbs.* New York: Clarkson N. Potter, Inc., 1989.
3. Newsletter—"Spice 'Xpress™"

   Note: This official newsletter of McCormick/Schilling Division which gives hints and recipes for using spices and flavorings is available from: McCormick and Co., Inc., 211 Schilling Circle, Hunt Valley, MD 21031 (1-800-632-5847).

Seasoning
Unit 7

Answers to Written Test

1. a. 12
   b. 6
   c. 2
   d. 5
   e. 1
   f. 9
   g. 7
   h. 3
   i. 10
   j. 8
   k. 11
   l. 4

2. a. Whole
   b. Ground
   c. Cracked
   d. Rubbed
   e. Minced
   f. Flaked
   g. Leaves

3. a, c, e

4. a. Beginning
   b. Toasted
   c. End

5. a. Spices
   b. Heated, cooled
   c. Salad dressing

6. a, d, e

7. a. Store in a cool, dark place; heat and light destroy flavor.
   b. Store in a dry place as moisture may cause caking.
   c. Keep containers tightly closed to prevent loss of volatile oils, contamination, and infestation.

Seasoning
Unit 7

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Artificial or synthetic product used to replace a natural extract due to demand and limited supply

_____b. A plant or plant part valued for its medicinal, savory, or aromatic properties

_____c. Made from the root, flower, berry, or fruit of vegetation; usually add pungent flavor

_____d. Flavorings, salts, spices, herbs, condiments, vinegar, and concentrates which add zest, flavor, and interest to a product

_____e. Natural derivative of a plant, tree, or shrub used to flavor foods

_____f. Natural products which sometimes combine other flavorings with salt for specific purposes

_____g. Soluble concentrates of chicken, beef, or other extracts to which tomato, spices, or other ingredients may have been added

_____h. Something used by the customer to enhance the flavor of food

_____i. An ingredient added to food to enhance flavor, not disguise it

_____j. Strong in flavor and aroma

1. Extract
2. Spices
3. Condiment
4. Vinegar
5. Food adjuncts
6. Herb
7. Bases
8. Pungent
9. Salts
10. Seasoning
11. Blend
12. Flavoring

Written Test

______k. Two or more seasonings added together

______l. A sour liquid for seasoning and preserving food

2. List seven forms in which seasonings may be available.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

3. Select true statements concerning guidelines for the use of seasonings by placing an "X" in each appropriate blank.

   ______a. Follow recipes that have been well tested.

   ______b. Add ½ teaspoon per pound of meat.

   ______c. Add ¼ teaspoon per pint of liquid.

   ______d. Use ⅛ teaspoon of sugar or salt per pound or pint.

   ______e. Use seasonings in moderation.

4. Circle the words which best complete the following statements concerning how and when to add seasonings.

   a. Place whole seasonings such as cloves or bay leaves in cheese cloth or muslin and tie closed so they may be removed when the desired flavor has been reached; add at the (beginning, end) of cooking.

   b. Seeds such as poppy seeds and sesame seeds may be (soaked, toasted) before using; add them near the end of cooking.

   c. Crumble or finely chop leaves such as parsley before use; add near the (beginning, end) of cooking.

Written Test

5. Complete the following statements concerning techniques for seasoning uncooked foods.

   a. Allow food to stand after adding __________________ to allow the full flavor to develop.

   b. If it is not possible for food to stand, liquid and spices should be __________________ to allow flavor to develop, then __________________.

   c. To season __________________, add spices to vinegar and let stand before adding oil.

6. Select true statements concerning considerations for purchasing seasonings by placing an "X" in each appropriate blank.

   ______a. Quality should come first; check for a fresh, pungent aroma; check for a rich, fresh color.

   ______b. Buy in units that will allow for slow turnover.

   ______c. Herbs lose quality slower than other spices.

   ______d. Whole spices keep longer than ground spices.

   ______e. Whole or leaf herbs store longer than crushed or flaked herbs.

7. List three considerations for storing seasonings.

   a. ____

   b. ____

   c. ____

***Permission to duplicate this test is granted.**

Seasoning
Unit 7

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Analyze the Quality of Spices and Flavorings Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

Seasoning
Unit 7

Teacher Supplement 1—Herbs and Spices

Herb or Spice	Origin	Form	Suggested Uses
Allspice Note: Allspice has a flavor similar to a combination of cinnamon, nutmeg and clove.	West Indies	Whole or ground dried berry	Fruit dishes, cakes, pies, pickles, liqueurs
Anise	Egypt and the Mediterranean	Seeds	Candies, cookies, pastry, cheese, liqueurs
Basil	Cultivated in U.S. and other countries	Fresh and dried leaves	Soups, salads, meats, eggs, sauces, casseroles
Bay Leaves	Temperate U.S. and other countries	Leaves	Meats, soups, sauces
Capers	So. United States, the Mediterranean, Canada, Great Britain	Flower buds pickled in salt and vinegar	Meat sauces
Caraway	Europe, Asia, No. United States	Seeds	Pastry, cheese, cakes, breads, soups, sauerkraut
Cardamom	India, East Indies, Sri Lanka	Whole or ground seed pods	Fruit, sauces, curries, cordials, pastries Note: Cardamom is especially good when combined with honey.
Cayenne	Cultivated in U.S. and other countries	Ground pods	Vegetables, salad dressings, spicy foods such as tamales and chili
Chives	Cultivated in U.S., wild in Europe and Asia	Fresh and dried leaves	Salads, soups, omelettes, cheese, fish

Teacher Supplement 1

Herb or Spice	Origin	Form	Suggested Uses
Cinnamon	Sri Lanka, India	Ground bark	Pastries, puddings, cookies, candies, fruit
Cloves	Indonesia, West Indies	Whole or ground flower buds	Cookies, candies, desserts, pies
Coriander	Mediterranean countries	Seeds	Curries, sauces, liqueurs, candies
Curry Note: Curry powder is a blend of turmeric, garlic, pepper, ginger, cumin, and other spices.	India	Ground	Lamb, veal, chicken, shrimp, vegetables
Dill	S.E. Europe	Fresh or dried seeds and tiny leaves	Fish, vegetables, sauces, salads, pickles, garnish
Fennel	So. Europe, cultivated in U.S.	Fresh or dried leaves and seeds	Fish, pies, fruit, candies, liqueurs
Ginger	East Indies, Jamaica, etc.	Ground or preserved roots	Cookies, pastries
Mace	East and West Indies, Brazil, India, Sri Lanka	Ground or whole from the red covering of the nutmeg	Soups, sauces, pastries, pickles
Marjoram	Mediterranean countries, Asia, cultivated in U.S.	Fresh or dried leaves, stems and flowers	Stews, soups, stuffings, ragouts, sausage
Mustard	United States, Canada	Ground or whole seeds	Salad dressings, meat, fish, pickles
Nutmeg	East and West Indies, Brazil, India, Sri Lanka	Whole and ground kernel	Soups, meat dishes, pastries
Oregano	Mediterranean countries, Asia, cultivated in U.S.	Fresh or dried leaves, stems, and flowers	Italian dishes, meats, vegetable soups

Teacher Supplement 1

Herb or Spice	Origin	Form	Suggested Uses
Paprika	Hungary	Ground pods	Meats, vegetables, salads, soups, garnish
Parsley	Italy, cultivated in U.S.	Fresh or dried leaves	Vegetables, salads, sandwiches, soups, meat sauces, garnish
Pepper (black) Note: White pepper is made from ripe berries of the same plant.	Indonesia, Java, Sumatra	Whole or ground dried berries (peppercorns)	Most meat or vegetable dishes
Rosemary	Cultivated in U.S. and other countries	Fresh or dried leaves	Pork, fish, lamb, casseroles, seafood
Sage	So. Europe, cultivated in U.S.	Fresh dried leaves and stems	Sausages, cheese, stuffings, poultry, sauces
Thyme	Cultivated in U.S. and other countries	Fresh or dried leaves	Stuffings, sauces, poultry, tomatoes, soups
Turmeric	So. Asia	Ground dried roots	Adds color to mustard, ingredient of curry powder, pickles

Seasoning
Unit 7

Information Sheet

1. **Terms and definitions**

    a. **Bases** — Soluble concentrates of chicken, beef, or other extracts to which tomato, spices, or other ingredients may have been added

    b. **Blend** — Two or more seasonings added together

    c. **Condiment** — Something used by the customer to enhance the flavor of food

    Examples: Catsup, soy sauce, prepared mustard, meat sauces

    d. **Extract** — Natural derivative of a plant, tree, or shrub used to flavor foods

    e. **Flavoring** — Artificial or synthetic product used to replace a natural extract due to demand and limited supply

    f. **Food adjuncts** — Flavorings, salts, spices, herbs, condiments, vinegar, and concentrates which add zest, flavor, and interest to a product

    g. **Herb** — A plant or plant part valued for its medicinal, savory, or aromatic properties

    Examples: Basil, fennel, marjoram, oregano

    h. **Pungent** — Strong in flavor and aroma

    i. **Salts** — Natural products which sometimes combine other flavorings with salt for specific purposes

    Example: Garlic salt

    j. **Seasoning** — An ingredient added to food to enhance flavor, not disguise it

    Examples: Condiments, spices, herbs

    k. **Spices** — Made from the root, flower, berry, or fruit of vegetation; usually add pungent flavor

    Examples: Cinnamon, clove, pepper, ginger

    l. **Vinegar** — A sour liquid used for seasoning and preserving food

Information Sheet

2. **Forms of seasonings available**

    a. Whole

    Example: Whole cloves

    b. Ground

    Example: Ground cinnamon

    c. Cracked

    Example: Black pepper

    d. Rubbed

    Example: Rubbed sage

    e. Minced

    Example: Minced onions

    f. Flaked

    Example: Flaked parsley

    g. Leaves

    Example: Bay leaves

3. **Guidelines for the use of seasonings**

    a. Follow recipes that have been well tested.

    b. Add ¼ teaspoon per pound of meat.

    c. Add ¼ teaspoon per pint of liquid.

    Note: When increasing recipes, increase by amounts of ⅛ to ¼ teaspoon from the original amount until the desired flavor is obtained.

    d. Use ⅛ teaspoon of peppers or garlic powder per pound or pint.

    e. Use seasonings in moderation.

Information Sheet

4. How and when to add seasonings

a. Place whole seasonings such as cloves or bay leaves in cheese cloth or muslin and tie closed so they may be removed when the desired flavor has been reached; add at the beginning of cooking.

b. Seeds such as poppy seeds and sesame seeds may be toasted before using; add them near the end of cooking.

c. Crumble or finely chop leaves such as parsley before use; add near the end of cooking.

5. Techniques for seasoning uncooked food

a. Allow food to stand after adding spices to allow the full flavor to develop.

b. If it is not possible for food to stand, liquid and spices should be heated to allow flavor to develop, then cooled.

c. To season salad dressing, add spices to vinegar and let stand before adding oil.

6. Considerations for purchasing seasonings

a. Quality should come first.

- Check for a fresh, pungent aroma.
- Check for a rich, fresh color.

b. Buy in units that will allow for rapid turnover.

c. Whole spices keep longer than ground spices.

d. Herbs lose quality faster than other spices.

e. Whole or leaf herbs store longer than crushed or flaked herbs.

7. Considerations for storing seasonings

a. Store in a cool, dark place; heat and light destroy flavor.

b. Store in a dry place as moisture may cause caking.

c. Keep containers tightly closed to prevent loss of volatile oils, contamination, and infestation.

F:P-265

Seasoning
Unit 7

Student Supplement 1—Research a Spice or Flavoring

Name ______________________________

Directions: Choose one spice or flavoring that you know very little about. Using an encyclopedia and recipe books, find information and recipes that include the spice you chose. Make a list of recipe names and the ways in which the spice is used in the various recipes.

Name of spice ______________________________

Origin of spice ______________________________

Different forms of the spice available and recommended use for each form:

Form Available	**Recommended Use**

Recipes containing this spice and the way the spice is used in each recipe:

Recipe Name	**Way Spice is Used**

Seasoning
Unit 7

Assignment Sheet 1—Analyze the Quality of Spices and Flavorings

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Chart completed as directed	______
Logical food associations given	______

Directions: The quality of spices and their respective uses are very important aspects of the art of seasoning. Production workers should know how to recognize the aspects governing quality and relate spices to food they have previously tasted. Using the information provided in this unit and the guidelines for description in the chart below, compare samples of spices and flavorings by placing the appropriate descriptions in each column. Include other spices and flavorings appropriate to your locale. The above criteria will be used to evaluate your performance.

Seasoning	Form	Color	Aroma	Taste	Food Associated With
	Whole, ground, etc.	Rich, Fresh, Bright, Dull	Strong, Fresh, Weak, Pungent	Sweet, Sour, Bitter, Salty	
Basil					
Cinnamon					
Cloves					
Ginger					
Marjoram					
Mint					
Oregano					
Paprika					
Sage					
Pepper Cayenne Black White					
Vanilla White Regular					

Salads, Fruits, and Salad Dressings
Unit 8

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare and evaluate a variety of salads and salad dressings. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to salads, fruits, and salad dressings with their correct definitions.
2. Match types of salads with their characteristics.
3. Match the basic parts of a salad with their functions.
4. Select true statements concerning preparation and storage of salad greens.
5. Complete statements concerning handling and storing fruits and vegetables.
6. Select true statements concerning general suggestions for making salads.
7. Complete statements concerning factors which may affect gelatins.
8. Select true statements concerning methods of serving salads.
9. List characteristics of a quality salad.
10. Match basic types of salad dressings with their characteristics.
11. Complete statements concerning factors to consider in the selection of salad dressings.
12. Match salad merchandising methods with their characteristics.
13. Arrange in order steps for setting up a salad bar.
14. List ways to maintain a salad bar.
15. Arrange in order steps in breaking down and cleaning a salad bar.

Objective Sheet

16. Prepare and evaluate basic French dressing. (Job Sheet 1)
17. Prepare and evaluate emulsified French dressing. (Job Sheet 2)
18. Prepare and evaluate mayonnaise. (Job Sheet 3)
19. Prepare and evaluate Thousand Island dressing. (Job Sheet 4)
20. Prepare and evaluate boiled dressing. (Job Sheet 5)
21. Prepare and evaluate a garden salad. (Job Sheet 6)
22. Prepare and evaluate a chef's salad. (Job Sheet 7)
23. Prepare and evaluate coleslaw. (Job Sheet 8)
24. Prepare and evaluate blackstone salad. (Job Sheet 9)
25. Prepare and evaluate jellied bing cherry salad. (Job Sheet 10)
26. Prepare and evaluate potato salad. (Job Sheet 11)
27. Prepare and evaluate frozen fruit salad. (Job Sheet 12)
28. Prepare and evaluate chicken salad. (Job Sheet 13)

Salads, Fruits, and Salad Dressings
Unit 8

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Parts of a Salad (Objective 3)
   TM 2—Typical Salad Bar Arrangement (Objective 13)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss the job sheets, then demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the Unit Evaluation Form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile job sheet ratings and written test scores on the Unit Evaluation Form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. To help students learn terminology in Objective 1, have them develop either a crossword puzzle or a word search using the terms, then have them exchange puzzles with each other and complete the activity. Skill areas: **reading, writing**, and **creative thinking**.

2. Arrange for the class to visit a commercial produce distributor or large supermarket, or assign groups of students to different specific supermarkets in your area. Have the students complete Student Supplement 1, then report on their findings. Skill areas: **oral communication, problem solving**, and **teamwork**.

3. Discuss and demonstrate proper techniques for making layered molded salads.

4. Discuss and demonstrate proper techniques to avoid waste when preparing fruits and vegetables.

5. Demonstrate proper preparation and storage of salad greens and fruits. Emphasize the importance of observing sanitation rules at all times. Skill area: **science**.

6. Have students prepare a salad bar for your evaluation. Encourage creativity in choice of ingredients and attractive, functional layout. Skill area: **creative thinking**.

Resources Used in Developing This Unit

1. Folsom, LeRoi. *The Professional Chef*, 4th Ed. New York: Van Nos Reinhold, 1983.

2. Knight, John B. and Lendal H. Kotschevar. *Quantity Food Production, Planning, and Management*, 2nd Ed. New York: Van Nos Reinhold, 1988.

3. Kotschevar, Lendal H. *Standards, Principles, and Techniques in Quantity Food Production*, 4th Ed. New York: Van Nos Reinhold, 1988.

4. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

5. West, B., L. Wood, V. Harger, and G. Shugart. *Food Service in Institutions*, 5th Ed. New York: John Wiley and Sons, 1977.

Suggested Activities

Suggested Supplemental Resources

1. Books
   a. *Buying, Handling, and Using Fresh Fruits.* Washington, DC: National Restaurant Association, 1984.
   b. *Buying, Handling, and Using Fresh Vegetables.* Washington, DC: National Restaurant Association, 1984.
   c. Dieckmann, Jane Marsh. *Salad Dressings!* Freedom, CA: The Crossing Press, 1987.
   d. Westland, Pamela. *Salads.* New York: Exeter Books, 1985.
2. Videotape—*Profits from Produce.* 20 minutes, 1988. Buying, inspecting, receiving, storing, and rotating inventory are addressed.

   Note: Books a and b and the *Profits from Produce* videotape are available from:

   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036-3097

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Salads, Fruits, and Salad Dressings
Unit 8

Answers to Written Test

1.

a.	13	g.	22	m.	25	s.	2	y.	27
b.	19	h.	1	n.	11	t.	15	z.	21
c.	4	i.	7	o.	5	u.	9	aa.	6
d.	10	j.	18	p.	20	v.	8	bb.	12
e.	26	k.	28	q.	30	w.	17	cc.	3
f.	16	l.	29	r.	14	x.	23	dd.	24

2. a. 2
b. 1
c. 3
d. 4

3. a. 1
b. 4
c. 2
d. 3

4. c, e, f, g

5. a. Ripened
b. Darken
c. Sun
d. Stored
e. Melons
f. Purchased
g. Unopened
h. Salted
i. Washed
j. Pieces
k. Serving
l. Discolor

6. a, d, e, g, h, i, l

7. a. Ration
b. Boiling
c. Ice
d. Cooler
e. Rubbery
f. Gelling
g. Pineapple
h. Sugar
i. Whipped

Answers to Written Test

8. a, d, f, h

9. Any seven of the following:

   a. Fresh ingredients
   b. Eye appeal
   c. Simplicity
   d. Tempting flavor
   e. Properly drained ingredients
   f. Properly cooked ingredients
   g. Identifiable ingredients
   h. Appropriate food combinations
   i. Properly chilled foods
   j. Cold plates for cold food

10.

a.	2	d.	1
b.	3	e.	3
c.	1	f.	2

11. a. Flavor
   b. Enhance
   c. Amount
   d. Distinct
   e. Bland
   f. Fruit
   g. All
   h. Tossed
   i. Immediately

12.

a.	1	d.	4	g.	2,3
b.	2	e.	2	h.	1
c.	3	f.	3	i.	4

13.

a.	4	e.	8
b.	3	f.	2
c.	7	g.	5
d.	1	h.	6

14. Any four of the following:

   a. Keep the bar wiped clean.
   b. Keep ice clean and fresh.
   c. Keep dressing containers full.
   d. Keep dressing ladles clean.
   e. Replace bowls of salad or ingredients as they are depleted.

15.

a.	5	d.	1
b.	3	e.	4
c.	6	f.	2

Salads, Fruits, and Salad Dressings
Unit 8

Written Test

Name ____________________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. To cut into random pieces with a sharp knife

______b. To divide lettuce or other salad greens into large pieces

______c. To place in the refrigerator until cooled to temperatures between 33° and 40° Fahrenheit

______d. To briefly boil or steam, making the skins of fruits and nut meats easy to remove

______e. To remove the inedible center portions of apples, pears, or pineapples

______f. To cut into square pieces of uniform size

______g. To cut into small cubes, usually less than ½ inch square

______h. To divide food into small pieces

______i. A product that when added to an emulsion prevents separation, thus keeping the oil in permanent suspension

______j. A mixture in which oil particles are held in suspension in their associated liquids

______k. To add an edible decoration to a food or plate of food to make it more attractive

______l. To form tiny flakes by rubbing food with pressure against a grater

______m. To remove the inedible outer covering of fruits or vegetables, usually by hand

______n. To cut or chop into very small pieces

1. Cut
2. Pit
3. Unmold
4. Chill
5. Marinate
6. Temporary emulsion
7. Emulsifying agent
8. Scrape
9. Salad
10. Blanch
11. Mince
12. Toss
13. Chop
14. Peel
15. Rusting
16. Cube
17. Shred
18. Emulsion
19. Break
20. Julienne

Written Test

______o. To let food stand in a savory sauce to enrich flavor or to tenderize

______p. To cut foods, such as potatoes, cheese, meats, or carrots into thin strips

______q. To cut off the outside covering with the aid of a knife

______r. To strip off the outside covering without using a knife

______s. To remove the stone or seeds from fruit

______t. The formation of brown spots on salad greens due to improper handling and storage

______u. Any cold dish of meat, poultry, fish, fruit, dairy products, or vegetables, served singly or in combination, usually with some form of dressing

______v. To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter

______w. To cut into narrow strips with a knife or shredder

______x. To cut across into flat pieces

______y. Agreeably stimulating to the palate; savory

______z. To separate salad greens into pieces

______aa. Emulsion that separates soon after mixing

______bb. To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits

______cc. To loosen and remove from a container

______dd. Leafy parts of plants which may be used alone or in combination to form a green salad

21. Tear
22. Dice
23. Slice
24. Salad greens
25. Hull
26. Core
27. Piquant
28. Garnish
29. Grate
30. Pare

Written Test

2. Match the types of salads on the right with their characteristics.

_______a. Food or drink served before a meal to stimulate the appetite; should be appealing and light in character

_______b. Any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products that constitutes the largest part of a meal

_______c. A usually sweet combination of fruits, nuts, dairy products, or gelatin; may be molded or frozen

_______d. A side salad served with the dinner or as a separate course in a moderate portion that offers contrast with the rest of the dinner

1. Main course salad
2. Appetizer
3. Dessert salad
4. Accompaniment

3. Match the basic parts of a salad on the right with their functions.

_______a. Constitutes main part of the salad; usually gives the salad its name

_______b. Served over salad to add flavor or mixed into salads to bind ingredients together

_______c. Gives contrast and eye appeal to the salad

_______d. Covers bare plate or bowl to add contrast in color and texture

1. Body
2. Garnish
3. Base
4. Dressing

4. Select true statements concerning preparation and storage of salad greens by placing an "X" in each appropriate blank.

_______a. Wash leafy ingredients only once in a large quantity of warm water, separating the leaves to remove all traces of dirt and pesticides.

_______b. Remove cores from heads of lettuce by smashing the heads on the countertop.

_______c. Drain salad greens well in a colander or wire salad basket after washing.

Written Test

_______d. Place greens uncovered in the refrigerator.

_______e. Wash and dry parsley, then store in a tightly covered container in the refrigerator.

_______f. Serve only dry and crisp greens.

_______g. Cut or tear mixed salad greens into bite size pieces as a convenience to the guest.

5. Circle the words that best complete the following statements concerning handling and storing fruits and vegetables.

   a. Unripe fruits may be stored at room temperature until (ripened, thawed), then refrigerated.

   b. Bananas should not be refrigerated because this causes them to (darken, lighten) without ripening.

   c. Tomatoes should be placed in a dry, dark area out of the (sun, air) to ripen.

   d. Melons give off a characteristic odor and should not be (stored, served) near butter or other products that may absorb their odor or flavor.

   e. (Tomatoes, Melons) that have been cut will absorb other odors and should not be stored near strong flavored vegetables such as cabbage.

   f. Canned fruits and vegetables should be of high quality and (purchased, stored) by size and count specification.

   g. Canned goods should be stored in a cool, dry place and refrigerated (opened, unopened) overnight prior to serving.

   h. Some fresh fruits and vegetables turn dark when cut and exposed to air; to prevent discoloration, they may be sprinkled, brushed, or marinated in liquids of acid content, such as orange, grapefruit, lemon, lime, or pineapple juice or (sugared, salted) cold water.

   i. All fruits should be (washed, soaked) prior to use to remove surface soil, insecticides, herbicides, and preservatives such as the wax on apples.

   j. Fruits may be left whole or cut into (halves, pieces) suitable for use.

   k. Raw fruits should be prepared as close to (purchase, serving) time as possible and returned to the refrigerator until they are served.

   l. Stainless steel knives, equipment, and utensils are best for fruit preparation because they do not stain or (bruise, discolor) foods.

Written Test

6. Select true statements concerning general suggestions for making salads by placing an "X" in each appropriate blank.

_______a. Salad greens for an individual salad are usually arranged with the stem ends toward the center of the plate.

_______b. Salad dressing should be added with salad greens during preparation to prevent wilting.

_______c. Head lettuce salad is easier to eat if served in one thick wedge.

_______d. Salads are most pleasing when foods with contrasting color, flavor, form, and texture are combined.

_______e. A salad is more attractive if it is crisp and colorful.

_______f. Avoid a flat salad by arranging the dressing of the salad high in the center.

_______g. Firm vegetables are more flavorful and easier to eat when cut or shredded.

_______h. Vegetables and fruits such as cauliflower and apples should be cut so they can be easily eaten with a fork.

_______i. Meat or potato salads and vegetable slaws should have dressing added in time to allow flavors to blend.

_______j. The color of raw fruit is not important.

_______k. Meats used in a salad should be sliced.

_______l. Meat salads are improved by marinating.

_______m. Cheese adds only to the color of many salads.

_______n. When nuts are used in a salad, they should be whole.

7. Complete the following statements concerning factors which may affect gelatins.

a. The proper ________________________ of gelatin to liquid must be maintained.

b. Only ________________________ liquid will completely dissolve gelatin.

c. The remaining liquid should be cold and may be substituted with ________________________.

Written Test

d. Gelatin sets more rapidly at ________________________ temperatures.

e. The longer gelatin takes to set, the stiffer or more ________________________ it becomes.

f. Vinegar and some fruit acids inhibit the ________________________ action of the gelatin.

g. Some fruits, such as fresh ________________________ and kiwi fruit, cannot be added to gelatin unless they have been boiled.

h. Excess amounts of ________________________ will inhibit gelling action.

i. Gelatin may be ________________________ to increase volume.

8. Select true statements concerning methods of serving salads by placing an "X" in each appropriate blank.

______a. When serving and individual salad, keep salad greens within the margin of the plate.

______b. Bowl salads are mixed in individual salad bowls.

______c. Combine green salad and dressing at the table, never before serving.

______d. Include strips or cubes of cheese or cold, cooked meats in a main course bowl salad.

______e. Molded salads should be served only as a large mold for a buffet.

______f. Prepare a molded salad one day in advance to serving to assure proper set.

______g. Combine meat, fish, or potato salad with appropriate dressing a day or two in advance to allow flavors to blend in refrigerator before serving.

______h. The shape of a molded salad is determined by the container in which it is prepared.

9. List seven characteristics of a quality salad.

a. ____

b. ____

c. ____

Written Test

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

10. Match the basic types of salad dressings on the right with their characteristics. Answers may be used more than once.

_____a. Requires refrigeration to prevent possibility of food borne illnesses

_____b. Requires cooking in a double boiler

_____c. Pours easily

_____d. Consists of temporary emulsion of oil, acids, and seasonings.

_____e. Should be thickened to the consistency of medium to thick white sauce

_____f. Usually does not pour easily and must be spooned over salads

1. Oil-based
2. Mayonnaise-based
3. Boiled

11. Complete the following statements concerning factors to consider in the selection of salad dressings.

a. The dressing should suit the salad in ____________, consistency, color, and appearance.

b. The dressing should have nutritional value and ____________ the flavor of the salad.

c. The ____________ of dressing should be sufficient to flavor the entire salad.

d. Salads with ____________ flavor require mild seasoning.

e. Salads with ____________ characteristics require more highly seasoned dressings.

f. ____________ dressings should be used only for fruits.

g. Mayonnaise and its variations may be used with ______________________ types of salads.

h. Temporary emulsion dressings are quite versatile although they are most commonly used in ______________________ salads.

i. Dressings may be served separately or mixed into the salad ______________________ before serving.

12. Match the salad merchandising methods on the right with their characteristics. Answers may be used more than once; some questions may have more than one answer.

_______a. Skill is displayed in the use of utensils.

_______b. Salads are placed on the line in an attractive arrangement with other foods.

_______c. Sneeze guards and other sanitary measures are required.

_______d. Portion control is easy to maintain.

_______e. Salad containers should be attractive, yet serviceable.

_______f. Chilled plates should be made available.

_______g. Portion control may be aided by the type or size of plate used.

_______h. Salads are prepared individually.

_______i. Salads are prepared in advance.

1. Tableside service
2. Buffet salads
3. Salad bars
4. Preplated

13. Arrange in order the steps for setting up a salad bar by numbering from 1 to 8.

_______a. Place plates in the plate cooler.

_______b. Fill the ice bin.

_______c. Place salads on the bar in an attractive arrangement.

_______d. Clean all surfaces on the salad bar.

_______e. Place tongs or spoons in the bowls of salad.

Written Test

_______f. Check the plate cooler for proper cooling, if applicable.

_______g. Fill the dressing containers.

_______h. Place croutons near the dressings.

14. List four ways to maintain a salad bar.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

15. Arrange in order the steps in breaking down and cleaning a salad bar by numbering from 1 to 6.

_______a. Drain or sponge up any water left in the salad bar.

_______b. Remove and refrigerate remaining salads in clean covered containers.

_______c. Wipe down the salad bar.

_______d. Remove the dressing containers.

_______e. Remove the ice from the salad bar.

_______f. Place dressing in clean containers and refrigerate immediately.

***Permission to duplicate this test is granted.**

Salads, Fruits, and Salad Dressings
Unit 8

Unit Evaluation Form

Student Name ____________________ Unit Rating ______

Job Sheet 1—Prepare and Evaluate Basic French Dressing Rating ______

Comments: ____________________

Job Sheet 2—Prepare and Evaluate Emulsified French Dressing Rating ______

Comments: ____________________

Job Sheet 3—Prepare and Evaluate Mayonnaise Rating ______

Comments: ____________________

Job Sheet 4—Prepare and Evaluate Thousand Island Dressing Rating ______

Comments: ____________________

Job Sheet 5—Prepare and Evaluate Boiled Dressing Rating ______

Comments: ____________________

Job Sheet 6—Prepare and Evaluate a Garden Salad Rating ______

Comments: ____________________

Job Sheet 7—Prepare and Evaluate a Chef's Salad Rating ______

Comments: ____________________

Job Sheet 8—Prepare and Evaluate Coleslaw Rating ______

Comments: ____________________

Unit Evaluation Form

Job Sheet 9—Prepare and Evaluate Blackstone Salad Rating ______

Comments: ______________________________

Job Sheet 10—Prepare and Evaluate Jellied Bing Cherry Salad Rating ______

Comments: ______________________________

Job Sheet 11—Prepare and Evaluate Potato Salad Rating ______

Comments: ______________________________

Job Sheet 12—Prepare and Evaluate Frozen Fruit Salad Rating ______

Comments: ______________________________

Job Sheet 13—Prepare and Evaluate Chicken Salad Rating ______

Comments: ______________________________

Written Test Scores

Pretest ______ Posttest ______ Other ______

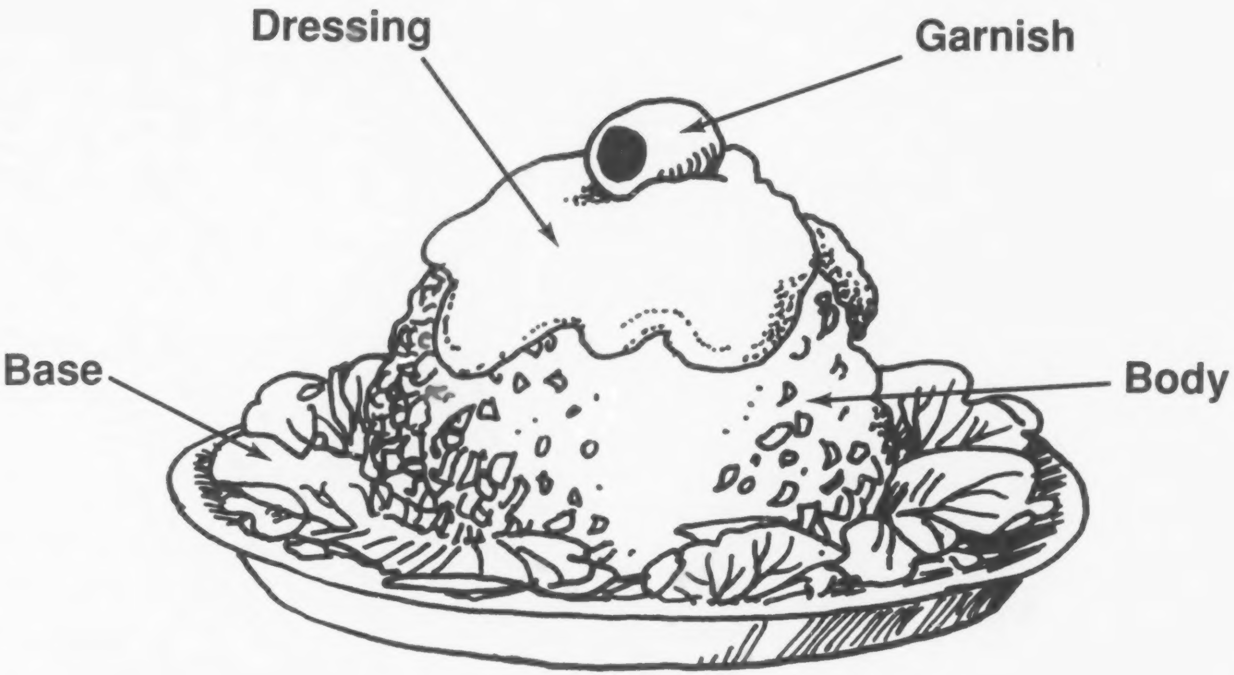
Other ______________________________

Teacher Signature ______________________ Date __________

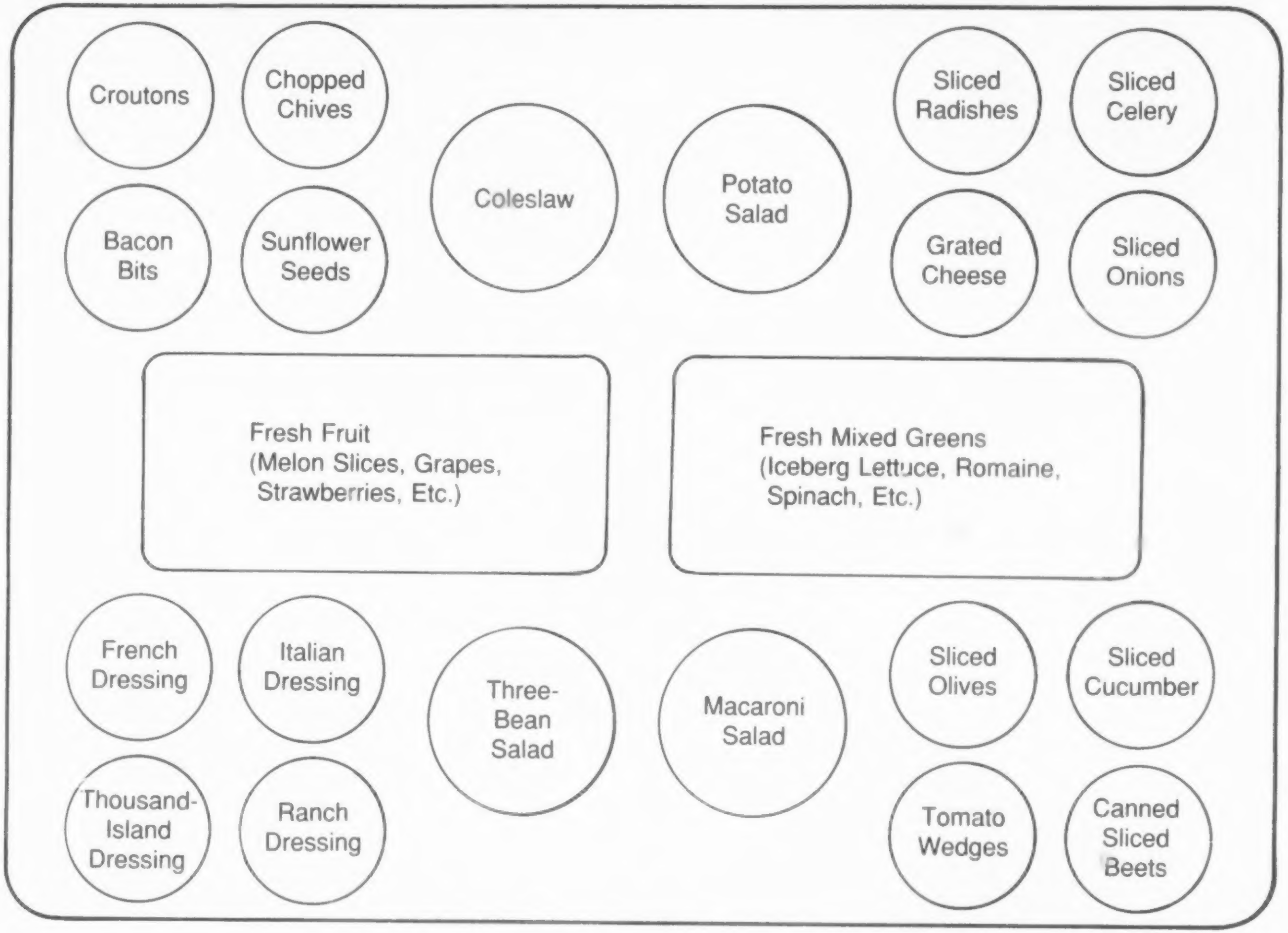
Student Signature ______________________ Date __________

***Permission to duplicate this form is granted.**

Parts of a Salad


Dressing
Garnish
Base
Body

Typical Salad Bar Arrangement


Croutons
Chopped Chives
Coleslaw
Potato Salad
Sliced Radishes
Sliced Celery
Bacon Bits
Sunflower Seeds
Grated Cheese
Sliced Onions
Fresh Fruit (Melon Slices, Grapes, Strawberries, Etc.)
Fresh Mixed Greens (Iceberg Lettuce, Romaine, Spinach, Etc.)
French Dressing
Italian Dressing
Three-Bean Salad
Macaroni Salad
Sliced Olives
Sliced Cucumber
Thousand-Island Dressing
Ranch Dressing
Tomato Wedges
Canned Sliced Beets

Salads, Fruits, and Salad Dressings
Unit 8

Information Sheet

1. **Terms and definitions**

   a. **Blanch** — To briefly boil or steam, making the skins of fruits and nut meats easy to remove

   Note: Blanching also stops the enzymatic action in foods so they retain flavor and color when frozen.

   b. **Break** — To divide lettuce or other salad greens into large pieces

   c. **Chill** — To place in the refrigerator until cooled to temperatures between 33° and 40° Fahrenheit

   d. **Chop** — To cut into random pieces with a sharp knife

   e. **Core** — To remove the inedible center portions of apples, pears, or pineapples

   f. **Cube** — To cut into square pieces of uniform size

   g. **Cut** — To divide food into small pieces

   h. **Dice** — To cut into small cubes, usually less than ½ inch square

   i. **Emulsion** — A mixture in which oil particles are held in suspension in their associated liquids

   j. **Emulsifying agent** — A product that when added to an emulsion prevents separation, thus keeping the oil in permanent suspension

   k. **Garnish** — To add an edible decoration to a food or plate of food to make it more attractive

   Note: Garnishes often add nutritional value as well.

   l. **Grate** — To form tiny flakes by rubbing food with pressure against a grater

   m. **Hull** — To remove the inedible outer covering of fruits or vegetables, usually by hand

   n. **Julienne** — To cut foods, such as potatoes, cheese, meats, or carrots into thin strips

   o. **Marinate** — To let food stand in a savory sauce to enrich flavor or to tenderize

Information Sheet

p. **Mince** — To cut or chop into very small pieces

q. **Pare** — To cut off the outside covering with the aid of a knife

r. **Peel** — To strip off the outside covering without using a knife

Examples: Bananas, oranges

s. **Piquant** — Agreeably stimulating to the palate; savory

t. **Pit** — To remove the stone or seeds from fruit

u. **Rusting** — The formation of brown spots on salad greens due to improper handling and storage

v. **Salad** — Any cold dish of meat, poultry, fish, fruit, dairy products, or vegetables, served singly or in combination, usually with some form of dressing

w. **Salad greens** — Leafy parts of plants which may be used alone or in combination to form a green salad

Examples: Romaine, spinach

x. **Scrape** — To rub with the sharp edge of a knife or other utensil to remove skin or other undesirable matter

Example: Outer portion of a carrot

y. **Shred** — To cut into narrow strips with a knife or shredder

z. **Slice** — To cut across into flat pieces

Examples: Tomatoes, cucumbers

aa. **Tear** — To separate salad greens into pieces

bb. **Temporary emulsion** — Emulsion that separates soon after mixing

cc. **Toss** — To mix lightly by lifting the ingredients with a fork to avoid bruising the vegetables or fruits

dd. **Unmold** — To loosen and remove from a container

Information Sheet

2. **Types of salads and their characteristics**

   a. Appetizer — Food or drink served before a meal to stimulate the appetite; should be appealing and light in character

      Examples: Shrimp cocktail, fruits, pickled herring

   b. Accompaniment — A side salad served with the dinner or as a separate course in a moderate portion that offers contrast with the rest of the dinner

      Examples: Mixed salad greens, pear and cottage cheese, pickled beets

   c. Main course salad — Any reasonable combination of meat, poultry, fish, fruit, vegetable, dairy, gelatin, or macaroni products that constitutes the largest part of a meal

      Examples: Chicken salad with celery or pineapple, fruit salad plate, tomato stuffed with tuna salad, avocado stuffed with crabmeat, chef's salad

   d. Dessert salad — A usually sweet combination of fruits, nuts, dairy products, or gelatin; may be molded or frozen

      Examples: Ginger ale salad mold, ambrosia, strawberry mousse

3. **Basic parts of a salad and their functions**

   a. Base — Covers bare plate or bowl to add contrast in color and texture

      Note: The base of the salad is placed on the plate first and is usually some form of salad green, such as lettuce.

   b. Body — Constitutes the main part of the salad; usually gives the salad its name

   c. Dressing — Served over salad to add flavor or mixed into salads to bind ingredients together

   d. Garnish — Gives contrast and eye appeal to the salad

      Note: A garnish should not be so elaborate as to detract from the body; the flavor and texture should be related to the salad.

Information Sheet

4. Preparation and storage of salad greens

a. Wash leafy ingredients thoroughly several times in a large quantity of cold water, separating the leaves to remove all traces of dirt and pesticides.

Note: Excessive handling of greens too far ahead of use results in rusting.

b. Remove the cores from heads of lettuce.

Note: Do not smash the core with force as this may cause the lettuce to bruise or rust.

c. Drain salad greens well in a colander or wire salad basket after washing.

Note: Draining removes excess moisture and allows grit and dirt to settle to the bottom of the sink and not back into the greens. This technique should be followed when washing all fruits and vegetables.

d. Place greens in appropriate storage containers and refrigerate to crisp them.

e. Serve only dry and crisp greens.

f. Cut or tear mixed salad greens into bit size pieces as a convenience to the guest.

g. Wash and dry parsley, then store in a tightly covered container in the refrigerator.

Note: Parsley has better keeping qualities than watercress but loses its crispness if not stored properly.

5. Handling and storing fruits and vegetables

a. Unripe fruits may be stored at room temperature until ripened, then refrigerated.

b. Bananas should not be refrigerated because this causes them to darken without ripening.

c. Tomatoes should be placed in a dry, dark area out of the sun to ripen; strong sunlight may cause them to rot.

d. Melons give off a characteristic odor and should not be stored near butter or other products that may absorb their odor or flavor.

e. Melons that have been cut will absorb other odors and should not be stored near strong flavored vegetables such as cabbage.

Information Sheet

f. Canned fruits and vegetables should be of high quality and purchased by size and count specification.

g. Canned goods should be stored in a cool, dry place and refrigerated unopened overnight prior to serving.

h. Some fresh fruits and vegetables turn dark when cut and exposed to the air; to prevent discoloration they may be sprinkled, brushed, or marinated in liquids of acid content, such as orange, grapefruit, lemon, lime, or pineapple juice, or salted cold water.

Note: Marination not only prevents discoloration but improves the flavor of normally bland or mild fruits.

Examples: Bananas, apples, pears, peaches, avocados

i. All fruits should be washed prior to use to remove surface soil, insecticides, herbicides, and preservatives such as the wax on apples.

j. Fruits may be left whole or cut into pieces suitable for use.

Examples: A fresh pear may be washed and served whole, whereas an orange might be peeled and divide into segments for serving.

k. Raw fruits should be prepared as close to serving time as possible and returned to the refrigerator until they are served.

l. Stainless steel knives, equipment, and utensils are best for fruit preparation because they do not stain or discolor foods.

6. General suggestions for making salads

Caution: Salads are eaten raw; strict sanitation rules must be followed.

a. Salad greens for an individual salad are usually arranged with the stem ends toward the center of the plate.

b. Salad dressing should be added just before serving or served on the side to prevent wilting of the salad greens.

Note: Excess dressing tends to make salad watery and alters the desired result.

c. Head lettuce salad is easier to eat if served in thin, overlapping wedges rather than one thick wedge.

Information Sheet

d. Salads are most pleasing when foods with contrasting color, flavor, form, and texture are combined.

e. A salad is more attractive if it is crisp and colorful.

f. Avoid a flat salad by arranging the body of the salad high on the serving dish.

g. Firm vegetables are more flavorful and easier to eat when cut or shredded.

Examples: Cabbage, carrots

h. Vegetables and fruits such as cauliflower and apples should be cut so they can be easily eaten with a fork.

i. Pieces should be large enough to keep their identity, yet not so large that they are difficult to eat.

Examples: Mixed fruit salad pieces should be about ¾ inch.

j. Meat or potato salads and vegetable slaws should have dressing added in time to allow flavors to blend.

k. Raw fruits should be fresh and brightly colored when served.

l. Meats used in a salad should be cut into bite-size or smaller pieces.

m. Meat salads are improved by marinating.

n. Cheese adds to the flavor of many salads; mild flavored cheese may be diced or coarsely shredded; cheeses with more pronounced flavors are crumbled, grated, or finely shredded.

o. Nuts used in a salad should be coarsely cut or broken.

7. **Factors which may affect gelatins**

a. The proper ratio of gelatin to liquid must be maintained.

- Too much gelatin results in a stiff, rubbery product.
- Too little gelatin produces a soft, sloppy product.

b. Only boiling liquid will completely dissolve gelatin.

Note: This is usually not more than half the total liquid required.

c. The remaining liquid should be cold and may be substituted with ice.

Information Sheet

d. Gelatin sets more rapidly at cooler temperatures.

e. The longer gelatin takes to set, the stiffer or more rubbery it becomes.

f. Vinegar and some fruit acids inhibit the gelling action of the gelatin.

g. Some fruits, such as fresh pineapple and kiwi fruit, cannot be added to gelatin unless they have been boiled.

Note: Gelatins containing fresh pineapple or kiwi fruit will **never** set.

h. Excess amounts of sugar will inhibit gelling action.

i. Gelatin may be whipped to increase volume.

Note: Whipping will also decrease the gelling action.

8. **Methods of serving salads**

a. Individual salads

- Serve in an individual salad bowl or on a salad plate.

  Note: Some salads are served in crisp, edible tortilla shells.

- Keep salad greens within the margin of the plate.

  Note: Do not allow the salad to extend over the edge of the plate.

- Arrange salad ingredients attractively.
- Add dressing just before serving or serve on the side.

b. Bowl salads

- Mix ingredients in a large bowl by tossing with a salad fork and spoon, then serve in individual bowls.

  Example: Caesar salad

- Combine green salad and dressing at the table or immediately before serving.

  Note: A green salad will wilt if it sits too long.

- Combine meat, fish, or potato salad with appropriate dressing a few hours in advance and refrigerate to allow flavors to blend before serving.
- Include strips or cubes of cheese or cold, cooked meats in a main course bowl salad.

Information Sheet

c. Molded salads

Note: Frozen salad is a variation of a molded salad.

- Serve as an individual salad or as a large mold for a buffet.
- Prepare one day in advance of serving to assure proper set.
- The shape of the salad is determined by the container in which it is prepared.

9. **Characteristics of a quality salad**

a. Fresh ingredients

Note: Make sure ingredients are fresh when purchased and maintained during preparation.

b. Eye appeal

Note: Use contrast and harmony, both in color and texture.

c. Simplicity

Note: Keep it simple; do not make it too elaborate or overgarnish.

d. Tempting flavor

e. Properly drained ingredients

Note: Excess water weakens dressings and looks sloppy on the plate.

f. Properly cooked ingredients

Note: Overcooking destroys color, nutrients, and texture.

g. Identifiable ingredients

h. Appropriate food combinations

Note: Use imagination, but choose ingredients with care.

Example: Pineapple and coconut go well with poultry, but not with tuna.

i. Properly chilled foods

Note: Salads lose flavor when served too cold or too warm.

j. Cold plates for cold food

Note: Cold plates are especially important during summer months.

Information Sheet

10. **Basic types of salad dressings and their characteristics**

    a. Oil-based

    Examples: French, Italian, vinegar and oil

    - Consists of temporary emulsion of oil, acids (usually vinegar or lemon juice), and seasonings
    - Amount of acid to oil varies as to kind and amount of seasoning

      Note: Use one part acid to three parts oil to make a good oil-based dressing.

    - Made by beating or shaking ingredients together; usually must be shaken again before use as the emulsion separates easily after preparation
    - By adding an emulsifying agent, dressings may be made semi-permanent
    - Pours easily

    b. Mayonnaise-based

    Examples: Thousand Island, bleu cheese

    Note: Excellent commercial mayonnaise is readily available.

    - Consists of permanent emulsion of oil, egg yolks (emulsifying agent), acid (usually vinegar), and seasonings
    - Requires refrigeration to prevent possibility of food-borne illnesses
    - Usually does not pour easily and must be spooned over salads

    c. Boiled

    - Requires cooking in a double boiler
    - Should be thickened to the consistency of medium to thick white sauce

11. **Factors to consider in the selection of salad dressings**

    a. The dressing should suit the salad in flavor, consistency, color, and appearance.

    b. The dressing should have nutritional value and enhance the flavor of the salad.

    c. The amount of dressing should be sufficient to flavor the entire salad.

Information Sheet

d. Salads with distinct flavor require mild seasoning.

e. Salads with bland characteristics require more highly seasoned dressings.

f. Fruit dressings should be used only for fruits.

g. Mayonnaise and its variations may be used with all types of salads.

h. Temporary emulsion dressings are quite versatile although they are most commonly used in tossed salads.

i. Dressings may be served separately or mixed into the salad immediately before serving.

Note: This does not include salads requiring marination such as coleslaw, potato salad, poultry salads, and meat salads.

12. Salad merchandising methods and their characteristics

a. Tableside service

- Ingredients are placed on a mobile cart.
- Salads are prepared individually.

  Note: The server must be well-versed in the art of salad making and know ingredient proportions well.

- Skill is displayed in the use of utensils.

b. Buffet salads

- Salads are usually served as part of a buffet line.
- Salads are placed on the line in an attractive arrangement with other foods.
- Salad containers should be attractive, yet serviceable.

  Examples: Silver or glass platters, ice bowls, carved watermelon

- Salad plates should be arranged attractively for individual service.
- A variety of salads are usually presented.

  Examples: Fruit, potato or macaroni, mixed greens

- Portion control is difficult to maintain.

  Note: Portion control is aided by the type or size of plate and the types of dishing utensils.

Information Sheet

c. Salad bars

- Guests serve themselves.
- A variety of salad ingredients, including four to six different dressings, should be offered.

  Note: Imagination in ingredient selection offered adds to the success of a salad bar.
- A method of keeping ingredients chilled is necessary.
- Chilled plates should be made available.
- Sneeze guards and other sanitary measures are required.
- Portion control may be aided by the type or size of plate used.
- Ingredients must be maintained in fresh condition.
- Ingredients must be replenished as they are used.

d. Preplated

- Salads are prepared in advance.
- Portion control is easy to maintain.

13. Steps for setting up a salad bar

Note: Salad bar arrangements vary from one operation to another.

a. Clean all surfaces on the salad bar.

b. Check the plate cooler for proper cooling, if applicable.

c. Fill the ice bin.

d. Place pates in the plate cooler.

e. Fill the dressing containers.

f. Place croutons near the dressings.

g. Place salads on the bar in an attractive arrangement.

h. Place tongs or spoons in the bowls of salad.

Information Sheet

14. **Maintaining a salad bar**

    Note: A well-maintained salad bar requires constant monitoring.

    a. Keep the bar wiped clean.

    b. Keep ice clean and fresh.

    c. Keep dressing containers full.

    d. Keep dressing ladles clean.

    e. Replace bowls of salad or ingredients as they are depleted.

15. **Steps in breaking down and cleaning a salad bar**

    a. Remove the dressing containers.

    b. Place dressings in clean containers and refrigerate immediately.

    c. Remove and refrigerate remaining salads in clean covered containers.

    Note: Use leftover salads first at the next service.

    Caution: Dispose of any salads that have lost quality or may pose a contamination risk.

    d. Remove the ice from the salad bar.

    e. Drain or sponge up any water left in the salad bar.

    f. Wipe down the salad bar.

Salads, Fruits, and Salad Dressings
Unit 8

Student Supplement 1—Determine Availability of Salad Greens in Your Area

Name ______________________________

There are many varieties of salad greens. While the majority of them are available year round, the quality and price will vary with the season and area in which they are grown.

Visit a large supermarket or commercial produce distributor and determine how many of the following salad greens are available in your area. Check those available and write the price in the blank.

Note: Indicate with the price the unit it is based on, such as $.89/head, $1.29/lb., or $.69/bunch.

Name of store or distributor: ______________________________

☐ $__________ 1. **Iceberg or Head Lettuce**. This is perhaps the most familiar salad green, distinguished by its firm, compact head with light green leaves. Head lettuce will retain its crispness for a long time. It is used extensively as a base and as an ingredient in a large variety of mixed salads.

☐ $__________ 2. **Boston Lettuce**. The round head has loosely packed, light green leaves that separate easily. It is tender and fragile. This type of lettuce blends well with other salad greens and makes and excellent salad base.

☐ $__________ 3. **Bibb Lettuce** (Limestone Lettuce). Similar to Boston lettuce in size and shape, but more crisp. Bibb lettuce is not plentiful in the general market. This type will wilt rapidly and does not ship well.

☐ $__________ 4. **Escarole**. Also referred to as broad leaf endive, escarole has a fan-shaped, flat head with broad loose leaves. Darker green than its cousin chicory, it is rather bitter in taste. The ends are sometimes tough and rubbery and are often discarded.

☐ $__________ 5. **Leaf Lettuce**. This may also be called common lettuce because it is generally used as a base when preparing a salad. Color is light green and leaves are soft. This type of lettuce is also used on sandwiches.

Student Supplement 1

☐ $__________ 6. **Romaine**. This has an elongated head with slender, loose, green leaves which are fairly coarse in mature plants. Outer leaves are dark green and inner leaves are usually white or cream colored. It will remain crisp longer and is used in mixed green salads.

☐ $__________ 7. **Belgian Endive**. A tightly packed, narrow head is typical of Belgian endive and size varies from four to six inches. Its center is pale yellow to white. Since it is grown and shipped mostly in the Atlantic coast area, it is usually expensive. Belgian endive is often served alone with appropriate dressing.

☐ $__________ 8. **Chinese Cabbage**. Also known as celery cabbage, Chinese cabbage has a long, narrow head with green leaves shading to white in center. It resembles cabbage in taste, but is somewhat milder. Crisp and bitter, it is excellent for mixed salads; also used in Chinese cookery.

☐ $__________ 9. **Watercress**. Sometimes used in green salads and soups, watercress is more extensively used as garnish for salads, fruits, and main dishes. It has tiny green leaves similar to small clover, but fragile, on thin stalks. Watercress is bound together in small bunches. Its taste is peppery and it is highly perishable. Keep refrigerated or iced.

☐ $__________ 10. **Parsley**. More properly classified as an herb, although used to a considerable extent as a garnish for salads and other dishes, parsley is also used in bouquet garni and as an ingredient in many types of cooking.

☐ $__________ 11. **Cilantro**. Also referred to as Mexican or Chinese parsley, cilantro has a zesty, exciting taste. The leaves are slightly more tender than parsley, but may be used in any way parsley is used. Cilantro is often used in trendy "California cuisine."

☐ $__________ 12. **Other:** ______________________________

☐ $__________ 13. **Other:** ______________________________

☐ $__________ 14. **Other:** ______________________________

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 1—Prepare and Evaluate Basic French Dressing

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Basic French Dressing **Yield:** One quart **Utensils:** Mixing bowl, wire whip, measuring utensils, scales		
Ingredients	**Quantity**	**Method**
Cider vinegar Salt White pepper Salad oil	8¼ oz. 1 T. 1½ tsp. 1½ pt.	1. Dissolve seasonings in vinegar. 2. Combine with oil. 3. Mix vigorously. Note: Dressing must be well-mixed at time of service.

Note: The following dressings may be made by adding the indicated ingredients to the basic French dressing.

- Cucumber dressing: Add 1 ½ pt. of grated cucumbers.
- Cheese dressing: Add 1 tsp. prepared mustard and 4 oz. of grated cheese.
- Garlic dressing: Add ¼ tsp. garlic powder **or** ½ tsp. finely mashed garlic.
- Herb dressing: Add ⅛ tsp. marjoram, ¼ tsp. sweet basil, 1 tsp. fresh chopped parsley, and ¼ tsp. finely mashed garlic.

☐ 3. Evaluate the basic French dressing.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 1

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Shiny glaze Appealing				
Flavor	Piquant (zesty) Not bland				
Texture	Ingredients well blended				
Temperature	Chilled				
Compatibility	Compatible in appearance, taste and texture with salad				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

Job Sheet 1

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 2—Prepare and Evaluate Emulsified French Dressing

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Emulsified French Dressing

Yield: 5 quarts

Utensils: Mixing bowl, wire whip attachment, measuring utensils, scales

Ingredients	Quantity	Method
Eggs	3	1. Beat eggs until thickened. 2. Add dry ingredients to eggs. 3. Mix until well blended. 4. Add oil slowly; when thickened, add a little vinegar. 5. Alternate, adding oil and vinegar until all have been used. 6. Add Worcestershire sauce; mix. 7. Add lemon juice; mix. 8. Add water; mix until well blended.
Salt	1 T.	
Garlic	1 tsp.	
White pepper	1 tsp.	
Sugar	4 oz.	
Dry mustard	2 T.	
Paprika	2 T.	
Salad oil	3 qts.	
Cider vinegar	1 ½ pts.	
Worcestershire sauce	1 T.	
Lemon juice	8 oz.	
Water	8 oz.	

☐ 3. Evaluate the emulsified French dressing.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 2

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Shiny glaze Appealing				
Flavor	Piquant (zesty) Not bland				
Texture	Ingredients well blended				
Temperature	Generally chilled				
Compatibility	Compatible in appearance, taste and texture with salad				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 2

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 3—Prepare and Evaluate Mayonnaise

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Mayonnaise		
Yield: One quart		
Utensils: Mixing bowl, wire whip attachment, measuring utensils, scales		
Ingredients	**Quantity**	**Method**
Egg yolks Sugar Salt Dry mustard Salad oil Vinegar Lemon juice	4 1 T. 2 tsp. 2 tsp. 1¾ pt. 2 oz. 2 T.	1. Beat eggs yolks in bowl until thick. 2. Mix dry ingredients together. 3. Add to egg yolks in bowl. 4. Blend well. 5. Add oil slowly at first, while whipping. 6. When thick, add a small amount of vinegar. 7. Alternate oil and vinegar until all have been used. 8. Add lemon juice; blend well.

☐ 3. Evaluate the mayonnaise.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 3

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Shiny glaze Appealing				
Flavor	Piquant (zesty) Not bland				
Texture	Ingredients well blended				
Temperature	Generally chilled				
Compatibility	Compatible in appearance, taste and texture with salad				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 3

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 4—Prepare and Evaluate Thousand Island Dressing

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a mayonnaise-base dressing. Other dressings of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Thousand Island Dressing
Yield: One quart
Utensils: Mixing bowl, mixing utensils, measuring utensils, scales

Ingredients	Quantity	Method
Mayonnaise	1 lb. 2 oz.	1. Combine all ingredients.
Hard cooked eggs, chopped	2	2. Mix until thoroughly blended.
Chili sauce	7 oz.	
Sweet pickles, chopped and drained	4 oz.	
Onion, minced	2 T.	
Pimientos, chopped fine	1½ oz.	

Note: There are many variations: chopped stuffed olives, chopped green peppers, and parsley can be used.

☐ 3. Evaluate the Thousand Island dressing.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Shiny glaze Appealing				
Flavor	Piquant (zesty) Not bland				
Texture	Crisp, crunchy				
Temperature	Generally chilled				
Compatibility	Compatible in appearance, taste and texture with salad				

Total Points ____________________

Job Sheet 4

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 5—Prepare and Evaluate Boiled Dressing

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name:	Boiled Dressing
Yield:	2½ pints
Utensils:	Double boiler, mixing bowls, mixing utensils, measuring utensils, scales, stainless steel container

Ingredients	Quantity	Method
Flour	6 T.	1. Blend flour, sugar, mustard, salt, and cayenne pepper.
Sugar	3 T.	
Dry mustard	3 tsp.	2. Add egg yolks and beat until smooth.
Salt	3 tsp.	3. Add milk, mixing well.
Cayenne pepper	⅓ tsp.	4. Add vinegar and lemon juice.
Egg yolks, beaten	6	5. Cook in double boiler over low heat, stirring constantly until thick.
Milk	1 qt.	
Vinegar	4 oz.	6. Remove from heat and add butter.
Lemon juice	2 oz.	7. Pour in glass or stainless steel bowl and cool. Note: Dressing becomes heavier when cold.
Butter	6 T.	

☐ 3. Evaluate the boiled dressing.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 5

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Shiny glaze Appealing				
Flavor	Piquant (zesty) Not bland				
Texture	Ingredients well blended				
Temperature	Generally chilled				
Compatibility	Compatible in appearance, taste and texture with salad				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 5

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 6—Prepare and Evaluate a Garden Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a mixed green salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name: Garden Salad		
Yield: 72		**Portion:** 4 oz.
Utensils: Cutting board, French knife, vegetable peeler, fork, grater, salad bowl		
Ingredients	**Quantity**	**Method**
Mixed greens (lettuce, romaine, escarole, etc. depending on quality and availability)	8 lb.	1. Clean, wash, and crisp all greens. 2. Wash cucumbers, score with a fork; cut in half lengthwise, and slice thinly across.
Cucumbers	3 lb.	3. Wash and clean radishes. Slice thinly.
Radishes	2 bunches	4. Scrub and peel carrots and shred (medium) on grater.
Carrots	12 oz.	
Celery	½ bunch	5. Wash celery. Slice thinly across on bias.
Red onions	1 lb.	6. Peel red onions. Cut in half. Slice very thin.
Tomatoes	9	7. Wash tomatoes and remove stems. 8. Cut each tomato into 8 wedges. 9. Combine all ingredients except tomato wedges. 10. Place portion in salad bowl and top with a tomato wedge.

Note: Green pepper rings may be used as a garnish.

☐ 3. Evaluate the garden salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 6

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Arranged neatly and simply Different ingredients identifiable				
Flavor	Fresh Identifiable ingredients				
Texture	Crisp, crunchy				
Temperature	Cold ingredients Chilled plates				
Compatibility	Appearance Taste Texture Dressing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 6

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 7—Prepare and Evaluate a Chef's Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name: Chef's Salad

Yield: One

Utensils: Cutting board, French knife, measuring utensils, scales, salad bowl

Ingredients	Quantity	Method
Mixed greens (escarole, lettuce, romaine, chicory, etc. depending on quality and availability)	1 pt.	1. Clean, wash, and crisp all greens; chop coarse. 2. Place mixed greens in the salad bowl. 3. Julienne the turkey, ham, and Swiss cheese.
Turkey, white meat	¾ oz.	4. Wash tomato and remove stem; cut into wedges.
Ham	¾ oz.	
Swiss cheese	¾ oz.	5. Slice hard boiled egg.
Tomato	1	6. Arrange meat, cheese, tomato, and egg over greens.
Hard cooked egg	1	
Bleu cheese, crumbled	1 oz.	7. Sprinkle with bleu cheese.
Watercress	1 spray	8. Place watercress spray in center of salad.

☐ 3. Evaluate the chef's salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 7

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Arranged neatly and simply Different ingredients identifiable				
Flavor	Fresh Not bland Identifiable ingredients				
Texture	Crisp, crunchy				
Temperature	Cold ingredients				
Compatibility	Appearance Taste Texture Dressing				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 8—Prepare and Evaluate Coleslaw

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a marinated vegetable salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name: Coleslaw

Yield: 50 **Portion:** 3 oz.

Utensils: Shredder, cutting board, French knife, mixing bowl, measuring utensils, scales, salad bowls, #10 disher

Ingredients	Quantity
Cabbage	7 lb.
Carrots	¾ lb.
Onions, finely minced	4 oz.
Vinegar	12¼ oz.
Salad oil	6 oz.
Sugar	3 oz.
Dry mustard	2 tsp.
Salt	1 oz.
Mayonnaise	1 ½ pt.
Lettuce	4 heads

Method

1. Wash, trim, and core cabbage.
2. Clean and finely shred carrots.
3. Shred cabbage very fine. Mix with carrots and onion.
4. Mix all other ingredients, except lettuce, then combine with cabbage mixture.
5. Toss lightly, but mix well.
6. Chill thoroughly.
7. Wash, trim, and core lettuce; line salad bowls with lettuce leaves.
8. Serve coleslaw in center of lettuce cup.

Note: For mixed cabbage slaw, substitute 3½ lb. red cabbage for half of the cabbage indicated in the recipe.

☐ 3. Evaluate the coleslaw.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 8

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Arranged neatly and simply Different ingredients identifiable				
Flavor	Piquant (zesty) Not bland Flavor should be a blend of ingredients and dressing				
Texture	Finely shredded Ingredients well blended				
Temperature	Cold ingredients Chilled bowls				
Compatibility	Appearance Taste Texture Dressing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 8

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 9—Prepare and Evaluate Blackstone Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a mixed fruit and vegetable salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 9

Name:	Blackstone Salad		
Yield:	50 portions	**Portion:**	4 oz.
Utensils:	French knife, cutting board, paring knife, measuring utensils, scales		

Ingredients	Quantity	Method
Oranges Grapefruits Apples Celery Green peppers Mayonnaise Romaine Green peppers Pimientos	24 8 3 lb. 1½ lb. 1 lb. To bind 3 heads 1 lb. 1 7-oz. can	1. Peel and section oranges and grapefruits. 2. Core and partially pare apples, leaving red skin for color. 3. Chop grapefruits, apples, celery, and green peppers. 4. Bind with very small amount of mayonnaise. 5. Wash and trim romaine. 6. Spread salad evenly in 1½ inch wide strip in center of a romaine leaf. 7. Slice green peppers. 8. Place orange sections on top in a row. 9. Alternate green pepper and pimientos between orange sections.

☐ 3. Evaluate the blackstone salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 9

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Arranged neatly and simply Different ingredients identifiable				
Flavor	Piquant (zesty) Not bland Flavor should be a blend of ingredients and dressing				
Texture	Crisp Well blended ingredients				
Temperature	Cold ingredients Chilled plates				
Compatibility	Appearance Taste Texture Dressing				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 9

c. Which of the following should be improved? ______________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 10—Prepare and Evaluate Jellied Bing Cherry Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a gelatin salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 10

Name:	Jellied Bing Cherry Salad
Yield:	50 portions **Portion:** 3 oz.
Utensils:	Stock pot, French knife, cutting board, measuring utensils, scales, individual molds or pans, pastry bag, star tip, salad plates

Ingredients	Quantity	Method
Bing cherries, canned, whole, pitted	2 No. 2 cans	1. Drain cherries, reserving liquid. Add cold water to cherry liquid to make ½ gallon.
Black cherry gelatin	24 oz.	2. Dissolve gelatin in ½ gal. boiling water.
Boiling water	½ gal.	3. Add ½ gal. cold liquid; stir well.
Cold water	As needed (see step 1)	4. Chill until slightly thickened.
Cream cheese	2 lb.	5. Chop cherries and fold into thickened gelatin. Pour into individual molds or pans.
Milk	To thin	6. Chill until firm.
Lettuce	4 heads	7. Soften cream cheese with small amount of milk or cream. Place in pastry bag with star tip.
		8. Wash, trim, and core lettuce; place on salad plates as a base.
		9. When gelatin is firm, unmold or cut in portions and place in lettuce cup.
		10. Bag out cream cheese rosette on each portion.

☐ 3. Evaluate the jellied bing cherry salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 10

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Different ingredients evenly distributed Clear-cut edges				
Flavor	Piquant (zesty) Not bland Identifiable ingredients				
Texture	Firm, not rubbery				
Temperature	Chilled plates Cold ingredients				
Compatibility	Appearance Taste Texture Dressing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 10

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 11—Prepare and Evaluate Potato Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a cooked ingredient salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 11

Name:	Potato Salad	
Yield:	50 portions	**Portion:** 4½ oz.
Utensils:	French knife, cutting board, vegetable peeler, stock pot, #8 disher, salad plates	

Note: This recipe is better if prepared over a two-day period.

Ingredients	Quantity	Method
Celery, diced fine	1½ lb.	1. Combine the first five ingredients and refrigerate 2 to 3 hours or overnight, if possible.
Onions, minced	3 oz.	2. Peel and cut potatoes into ¾ inch cubes. Boil until nearly tender. Keep slightly undercooked.
Hard cooked eggs, chopped medium	8	3. Place pot of potatoes in sink under cold running water until potatoes are cool enough to handle, but still warm.
Pimientos, diced, drained	1 7-oz. can	4. Drain potatoes very well and toss with French dressing and small amounts of salt and pepper.
Mayonnaise	About 1 qt.	5. Refrigerate until cool, then combine with mayonnaise mixture.
Potatoes, A P	12 lb.	6. Wash, trim, and core lettuce, place on salad plates as a base.
French dressing	5 oz.	7. Serve scoops of potato salad in lettuce cups.
Salt	To taste	
Pepper	To taste	
Lettuce	4 heads	

Note: Potatoes will crush somewhat when mixing. It is important that they are not overcooked or they will mash completely. Consistency may be adjusted as required.

☐ 3. Evaluate the potato salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 11

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Ingredients identifiable				
Flavor	Piquant (zesty) Not bland Flavor should be a blend of ingredients and dressing				
Texture	Cubed, not lumpy Not crisp (undercooked) Not mashed (overcooked)				
Temperature	Chilled plates Cold ingredients				
Compatibility	Appearance Taste Texture Dressing				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 11

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 12—Prepare and Evaluate Frozen Fruit Salad

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	_____
Product prepared according to recipe	_____
Product evaluated according to given criteria	_____
Servable product obtained (evaluation score of 16 or more points)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a frozen salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 12

Name: Frozen Fruit Salad

Yield: 50 portions **Portion:** 4 oz.

Utensils: Mixing bowls, French knife, cutting board, measuring utensils, scales, sauce pot, molds

Ingredients	Quantity	Method
Plain gelatin	1 oz.	1. Sprinkle gelatin over water.
Water, cold	½ c.	2. Let stand for 10 minutes.
Orange juice	1¾ c.	3. Combine juices and heat to boiling point.
Pineapple juice	1¾ c.	4. Add gelatin; stir to dissolve.
Mayonnaise	1 c.	5. Cool until slightly congealed.
Whipped cream	2 c.	6. Combine whipped cream and mayonnaise.
Pineapple, diced, drained	1 lb. 2 oz.	7. Fold into the slightly congealed gelatin mixture.
Orange sections cut in halves	1 lb. 8 oz.	8. Fold in fruit.
Peaches, sliced drained	1 lb. 8 oz.	9. Pour into molds and freeze.
Bananas, sliced	2 lb.	10. Wash, trim, and core lettuce, place on salad plates as a base.
Pecans, chopped	12 oz.	11. Unmold salad and serve in lettuce cups.
Maraschino cherries	8 oz.	
Marshmallows, diced	8 oz.	
Lettuce	4 heads	

Notes:

- Frozen nondairy topping may be used in place of whipped cream. (Allow adequate time for thawing.)
- Salad may be frozen in counter pans and cut into squares.

☐ 3. Evaluate the frozen fruit salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 12

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Colorful Fresh Different ingredients evenly distributed Clearly defined edges				
Flavor	Piquant Not bland Characteristic of ingredients used				
Texture	Firm Creamy with frozen fruit pieces				
Temperature	Chilled plates Frozen ingredients				
Compatibility	Appearance Taste Texture Dressing				

Total Points ______________________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________________

b. If the product was not servable, why? ______________________________

____

Job Sheet 12

c. Which of the following should be improved? ________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Salads, Fruits, and Salad Dressings
Unit 8

Job Sheet 13—Prepare and Evaluate Chicken Salad

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a main course salad. Other salads of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 13

Name: Chicken Salad

Yield: 50 portions **Portion:** ½ c.

Utensils: French knife, cutting board, mixing bowl, mixing utensils, measuring utensils, scales, #8 disher, salad plates

Ingredients	Quantity	Method
Cooked chicken Eggs, hard-cooked, diced Celery, diced Salt White pepper Mayonnaise Lemon juice Lettuce	6 lb. 12 3 lb. 2 T. 1 tsp. 3 c. 4 tsp. 4 heads	1. Cut chicken meat into ½ inch cubes. 2. Add remaining ingredients. 3. Mix lightly. 4. Chill. 5. Wash, trim, and core lettuce. Place on salad plates as a base. 6. Serve with #8 disher in lettuce cups.

Notes:
- The marinating of cubed chicken with ½ c. French dressing for 2 hours will improve flavor.
- Turkey may be substituted for chicken.
- Canned or frozen chicken or turkey may be used.
- Salad may also be attractively served in a tomato cup or a cantaloupe half.

☐ 3. Evaluate the chicken salad.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 13

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Fresh Arranged neatly and simply Different ingredients identifiable				
Flavor	Piquant (zesty) Not bland Characteristic of ingredients used				
Texture	Finely chopped, not lumpy Well blended ingredients				
Temperature	Chilled plates Cold ingredients				
Compatibility	Appearance Taste Texture Dressing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 13

c. Which of the following should be improved? ____________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare and evaluate various types of sandwiches and prepare garnishes. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to sandwiches with their correct definitions.
2. List types of hot sandwiches.
3. List types of cold sandwiches.
4. List the four basic sandwich ingredients.
5. List types of equipment, hand tools and utensils used to make sandwiches.
6. Select true statements concerning cold sandwich wrapping.
7. Complete statements concerning sandwich storage.
8. Select true statements concerning standards of quality for sandwiches.
9. Match terms related to hors d'oeuvres, canapes, appetizers, and garnishes with their correct definitions.
10. List types of hors d'oeuvres, canapes, appetizers, and fancy sandwiches.
11. Select true statements concerning factors related to garnishes.
12. List basic edible ingredients used as garnishes.
13. Select true statements concerning techniques for adding designs and forms.
14. Complete statements regarding standards of quality for garnishes.
15. Prepare and evaluate a chicken salad sandwich. (Job Sheet 1)

Objective Sheet

16. Prepare and evaluate a submarine sandwich. (Job Sheet 2)
17. Prepare and evaluate a Reuben sandwich. (Job Sheet 3)
18. Prepare and evaluate a Monte Cristo sandwich. (Job Sheet 4)
19. Prepare and evaluate a club sandwich. (Job Sheet 5)
20. Cut and set up a club sandwich. (Job Sheet 6)
21. Prepare a tomato rose garnish. (Job Sheet 7)
22. Carve a radish bud garnish. (Job Sheet 8)
23. Prepare an apple bird garnish. (Job Sheet 9)

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objective:

   TM 1 and 2—Cutting and Arranging Sandwiches (Objective 8)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students collect pictures of different types of breads, fillings, and sandwiches and prepare posters to display and discuss in class. Skill area: **creative thinking**.

2. Demonstrate quantity sandwich preparation methods. Show students how convenient set-up and bread layout contribute to efficiency.

3. Select a sandwich for students to prepare and promote as "sandwich of the month." Explain how the use of merchandising tools can affect food sales. Allow students to prepare an advertisement for the chosen sandwich, then videotape the ad, if possible. Skill areas: **writing, oral communication**, and **creative thinking**.

4. Have students practice cold sandwich wrapping and labeling.

5. Hold a contest for students to create and prepare a garnish using one or more of the ingredients and techniques listed in Objectives 12 and 13 in the Information Sheet. Skill area: **creative thinking**.

Resources Used in Developing This Unit

1. Haydock, Yukiko and Bob Haydock. *Japanese Garnishes*. New York: Henry Holt and Co., 1980.

2. Knight, John B. and Lendal H. Kotschevar. *Quantity Food Production, Planning, and Management*, 2nd Ed. New York: Van Nos Reinhold, 1988.

3. Kotschevar, Lendal. *Standards, Principles, and Techniques in Quantity Food Production*, 4th Ed. New York: Van Nos Reinhold, 1988.

4. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

5. Sonnenschmidt, Frederick H. and John F. Nicolas. *The Professional Chef's Art of Gar de Manger*, 4th Ed. New York: Van Nos Reinhold, 1988.

Suggested Activities

Suggested Supplemental Resources

1. Haydock, Yukiko and Bob Haydock. *More Japanese Garnishes*. New York: Holt, Rinehart and Winston, 1983.
2. Sorosky, Marlene. *Cookery for Entertaining*. Los Angeles: Price Stern Sloan, Inc., 1979.
3. Weinberg, Julia. *Gourmet Bouquet*. Piscataway, NJ: New Century Publications, Inc. 1977.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Answers to Written Test

1.

a.	3	f.	20	k.	15	p.	18
b.	16	g.	11	l.	19	q.	2
c.	10	h.	7	m.	8	r.	4
d.	14	i.	6	n.	13	s.	5
e.	12	j.	1	o.	9	t.	17

2. Any four of the following:

   a. Regular
   b. Grilled
   c. Toasted
   d. French fried
   e. Baked
   f. Entree type with gravy or sauce

3. a. Regular
   b. Specialty
   c. Decker
   d. Fancy or decorative

4. a. Breads
   b. Spreads
   c. Fillings
   d. Garnishes

5. Any three in each of the following categories:

   a. Equipment
      1) Sandwich work center
      2) Double surface grill
      3) Open grill
      4) Microwave oven
      5) Overhead broiler
      6) Slicer
      7) Deep fat fryer

   b. Hand tools and utensils
      1) Knives
      2) Forks
      3) Tongs
      4) Portion scoops (dishers)
      5) Sandwich spatulas

Answers to Written Test

6. a, b, d, e

7. a. Refrigeration
   b. Absorbing
   c. Wax paper
   d. Cooling
   e. Increases

8. a, e, f

9.

a.	2	e.	6
b.	7	f.	4
c.	8	g.	5
d.	1	h.	3

10. Any two in each of the following categories:

    a. Hors d'oeuvres
       1) Relishes
       2) Bite size
       3) Smoked or processed
       4) In sauce

    b. Canapés
       1) Hot sandwiches
       2) Cold sandwiches
       3) Open faced

    c. Appetizers
       1) Juice cocktails
       2) Fruit or vegetable cups
       3) Seafood cocktails

    d. Fancy sandwiches
       1) Checkerboard
       2) Cornucopia
       3) Pinwheel
       4) Ribbon
       5) Tea sandwiches

11. a, c, e, f, h

Answers to Written Test

12. Any eight of the following:

    a. Fresh raw vegetables
    b. Fresh cooked vegetables
    c. Canned or marinated vegetables
    d. Fresh raw fruits
    e. Canned fruits
    f. Candied fruits
    g. Fresh herbs
    h. Aspic sheets
    i. Hard boiled eggs
    j. Fish roe
    k. Baked goods
    l. Dairy products

13. a, b, d, f

14. a. Edible
    b. Complement
    c. Excessive
    d. Natural
    e. Fresh

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______ a. A tea sandwich with a base of rolled bread formed into a cone shape

______ b. A deep fat fried sandwich with a filling of turkey, ham, and cheese

______ c. A sandwich with a bread layer on both top and bottom

______ d. A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

______ e. A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

______ f. A sandwich made with three slices of bread or toast and two layers of filling

______ g. A food, such as coleslaw or french fries, that is eaten along with a sandwich

______ h. A type of tea sandwich that appears to be made of many small squares of alternating colors of bread

______ i. A sandwich on one slice of bread

______ j. Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

______ k. A filling such as lunch meat or cheese

1. Frills
2. Ribbon sandwich
3. Cornucopia
4. Pullman
5. Wedge
6. Open-faced sandwich
7. Checkerboard
8. Sandwich
9. Pinwheel
10. Closed sandwich
11. Accompaniment
12. Spread
13. Pastry bag
14. Wet filling

Written Test

______l. Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

______m. A food that consists of layered bread, spread, and filling

______n. A utensil used to apply fillings in decorative patterns

______o. A type of tea sandwich made by rolling up and slicing bread to which spread and filling have been applied

______p. Small attractively decorated cold sandwiches

______q. A type of tea sandwich made with three layers of bread in two contrasting colors

______r. A type of thin sliced bread usually used in making tea sandwiches

______s. A sandwich made on a large crusted roll with a filling consisting of a varied assortment of meats, cheeses, and vegetables

______t. Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

15. Dry filling
16. Monte Cristo
17. Mis en place
18. Tea sandwiches
19. Garnish
20. Decker sandwich

2. List four types of hot sandwiches.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

Written Test

3. List four types of cold sandwiches.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

4. List the four basic sandwich ingredients.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

5. List three types each of equipment and hand tools and utensils used to make sandwiches.

   a. Equipment

      1) ____________________

      2) ____________________

      3) ____________________

   b. Hand tools and utensils

      1) ____________________

      2) ____________________

      3) ____________________

6. Select true statements concerning cold sandwich wrapping by placing an "X" in each appropriate blank.

   ______a. Sandwiches to be held for a time or for vending must be wrapped.

   ______b. Procedures should be established to accomplish wrapping with a minimum of time and effort.

_______c. Wrapped sandwiches should be identified by looking at them.

_______d. Moisture/vapor-proof wrapping material should be used.

_______e. Heat sealing is the recommended sealing method.

_______f. If sandwiches are to be heated or frozen in their wraps, the wrapping material will have standard requirements.

7. Circle the words that best complete the following statements concerning sandwich storage.

   a. Store sandwiches with perishable fillings under (heat, refrigeration).

   b. Protect unwrapped sandwiches from drying out or (absorbing, giving off) odors.

   c. (Wax paper, Paper towels) or other moisture barriers must be used between sandwiches.

   d. Place trays or baskets so as to allow air circulation to facilitate (freshness, cooling).

   e. Stacking sandwiches (decreases, increases) the danger of mashing and soaking.

8. Select true statements concerning standards of quality for sandwiches by placing an "X" in each appropriate blank.

_______a. Size and shape should be suitable for the particular occasion.

_______b. Bread should be soft and crumbly or soggy.

_______c. Fillings should be uniform, not identifiable.

_______d. Hot sandwiches should be served lukewarm.

_______e. Filling should be evenly distributed.

_______f. Combination of ingredients should be compatible in flavor and texture.

Written Test

9. Match the terms on the right with their correct definitions.

_____a. Individual who supervises pantry and area in which cold meats and fish are prepared

_____b. The main ingredient in canapés

_____c. Preparation area for assembling salads, cold meats, and fish

_____d. Use of garnishes to enhance flavor and appearance of foods when served

_____e. Foods such as canapés and hors d'oeuvres that are designed to be eaten with the fingers

_____f. Bite size foods eaten with fingers or toothpicks

_____g. Beverages or assorted snacks served before a meal, as the first course, or with cocktails, wines, or punch

_____h. Small pieces of bread, toast, wafer, or pastry covered with piquant food and garnished for eye appeal

1. Garniture
2. Garde-manger chef
3. Canapés
4. Hors d'oeuvres
5. Appetizers
6. Finger foods
7. Filling
8. Garde-manger station

10. List two types each of hors d'oeuvres, canapés, appetizers, and fancy sandwiches.

a. Hors d'oeuvres

1) ______________________________

2) ______________________________

b. Canapés

1) ______________________________

2) ______________________________

Written Test

c. Appetizers

1) ____________________

2) ____________________

d. Fancy sandwiches

1) ____________________

2) ____________________

11. Select true statements concerning factors related to garnishes by placing an "X" in each appropriate blank.

______a. Garniture is often used more extensively in the garde-manger section than any other.

______b. The garde-manger section prepares plain cold meats and buffet items.

______c. Some garnishes are traditional and may be considered accompaniments.

______d. The garnish size should be related to the size of the plate it garnishes.

______e. An elaborate garnish of high degree may be required for elegant occasions.

______f. Simple, well designed garnishes are best in most cases.

______g. Labor involved in garniture work does not need to be considered.

______h. Garnishes should consist of complementary ingredients that add natural color and flavor.

12. List eight basic edible ingredients used as garnishes.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

Written Test

f. ______________________________

g. ______________________________

h. ______________________________

13. Select true statements concerning techniques for adding designs and forms by placing an "X" in each appropriate blank.

______a. Fresh, raw vegetables to be sliced should be blanched and marinated.

______b. Basic flowers are a good beginning point in carving as they are relatively simple to make and do not require a great amount of time.

______c. Only fruits can be cut in julienne strips, bunched or bundled, and added together for bouquets.

______d. Always wash raw vegetables and fruits thoroughly.

______e. Vegetables and fruits should always be peeled.

______f. Loose items such as peas and diced fruits may be cradled in melon halves, artichoke bottoms, or other carved food containers.

14. Complete the following statements regarding standards of quality for garnishes.

a. Garnishes should be ______________________.

b. Garnishes should ______________________ the food item.

c. Contrast is desirable but should not be ______________________.

d. ______________________ colors and simple designs are preferred.

e. Garnishes should be as ______________________ as the food itself.

***Permission to duplicate this test is granted.**

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Unit Evaluation Form

Student Name ______________________ Unit Rating ________

Job Sheet 1—Prepare and Evaluate a Chicken Salad Sandwich Rating ______

Comments: ____

____

Job Sheet 2—Prepare and Evaluate a Submarine Sandwich Rating ______

Comments: ____

____

Job Sheet 3—Prepare and Evaluate a Reuben Sandwich Rating ______

Comments: ____

____

Job Sheet 4—Prepare and Evaluate a Monte Cristo Sandwich Rating ______

Comments: ____

____

Job Sheet 5—Prepare and Evaluate a Club Sandwich Rating ______

Comments: ____

____

Job Sheet 6—Cut and Set Up a Club Sandwich Rating ______

Comments: ____

____

Job Sheet 7—Prepare a Tomato Rose Garnish Rating ______

Comments: ____

____

Job Sheet 8—Carve a Radish Bud Garnish Rating ______

Comments: ____

____

Unit Evaluation Form

Job Sheet 9—Prepare an Apple Bird Garnish Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

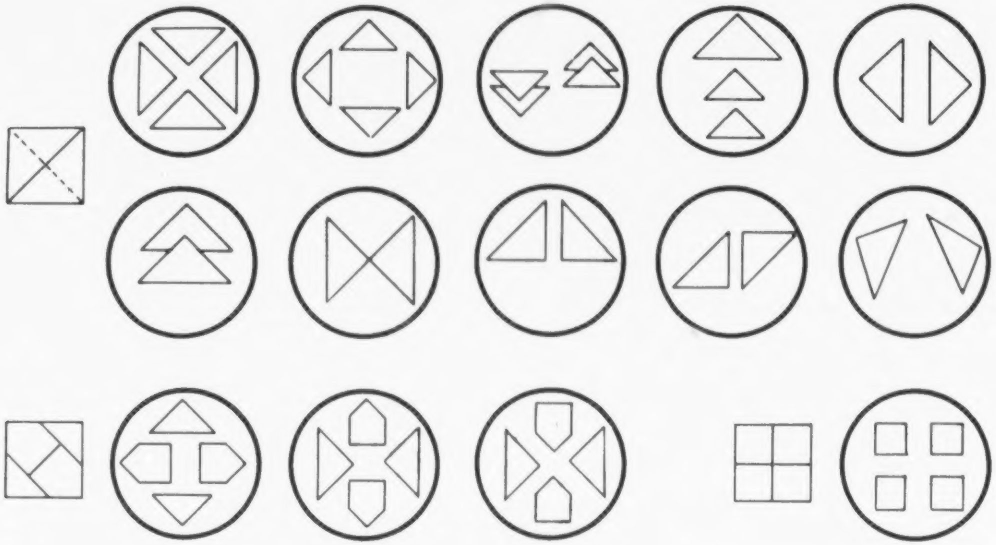
____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

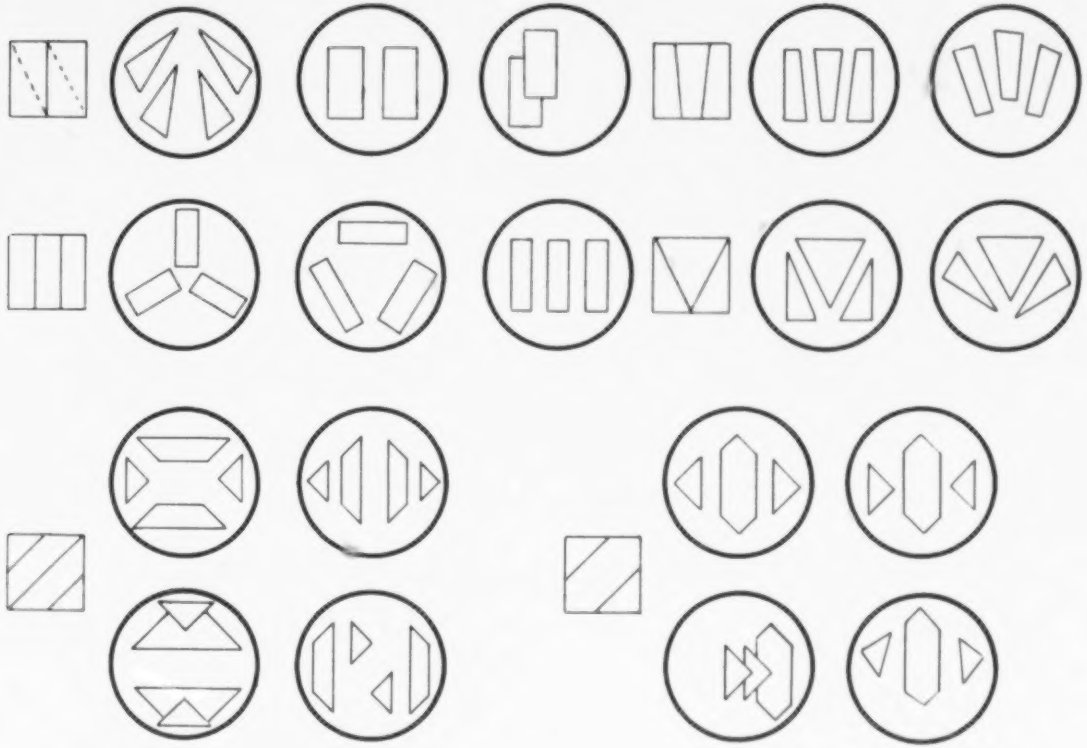
***Permission to duplicate this form is granted.**

Cutting and Arranging Sandwiches



Arrange sandwiches for variety, visual appeal, and practicality, such as when serving with soup or other foods.

Cutting and Arranging Sandwiches
(Continued)



Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Information Sheet

1. **Terms related to sandwiches and their definitions**

   a. **Accompaniment** — A food, such as coleslaw or french fries, that is eaten along with a sandwich

   b. **Checkerboard** — A type of tea sandwich that appears to be made of many small squares of alternating colors of bread

   c. **Closed sandwich** — A sandwich with a bread layer on both top and bottom

   d. **Cornucopia** — A tea sandwich with a base of rolled bread formed into a cone shape

   e. **Decker sandwich** — A sandwich made with three slices of bread or toast and two layers of filling

   f. **Dry filling** — A filling such as lunch meat or cheese

   g. **Frills** — Decorations on the ends of toothpicks that protect the customer by calling attention to the presence of the toothpick

   h. **Garnish** — Any of a variety of edible foods served with sandwiches to decorate them and to complement their flavor

   i. **Mis en place** — Work area set up; means that all that is needed for the menu at a given shift is lined up and ready to use

   j. **Monte Cristo** — A deep-fat fried sandwich with a filling of turkey, ham, and cheese

   k. **Open-faced sandwich** — A sandwich on one slice of bread

   l. **Pastry bag** — A utensil used to apply fillings in decorative patterns

   m. **Pinwheel** — A type of tea sandwich made by rolling up and slicing bread to which spread and filling have been applied

   n. **Pullman** — A type of thin sliced bread usually used in making tea sandwiches

   o. **Ribbon sandwich** — A type of tea sandwich made with three layers of bread in two contrasting colors

   p. **Sandwich** — A food that consists of layered bread, spread, and filling

Information Sheet

q. **Spread** — A mixture of butter, margarine, or mayonnaise applied directly on the bread to add flavor and moisture and to keep the filling from soaking into the bread

r. **Tea sandwiches** — Small attractively decorated cold sandwiches

s. **Wedge** — A sandwich made on a large crusted roll with a filling consisting of a varied assortment of meats, cheeses, and vegetables

t. **Wet filling** — A filling made with chopped meats, eggs, or vegetables in a mayonnaise base

2. **Types of hot sandwiches**

a. Regular

b. Grilled

c. Toasted

d. French fried

e. Baked

f. Entree type with gravy or sauce

3. **Types of cold sandwiches**

a. Regular

b. Specialty

Examples: Open face, submarine

c. Decker

Example: Club sandwich

d. Fancy or decorative

Example: Tea sandwich

Information Sheet

4. **Basic sandwich ingredients**

   a. Breads

   b. Spreads

   c. Fillings

   - Dry

     Examples: Ground beef patties, cheese, cold cuts

   - Wet

     Examples: Chicken salad, tuna salad

     Caution: Wet fillings should be made only in quantities needed for the shift to prevent possible contamination.

   d. Garnishes

5. **Types of equipment, hand tools and utensils used to make sandwiches**

   a. Equipment

   - Sandwich work center
   - Double surface grill
   - Open grill
   - Microwave oven
   - Overhead broiler
   - Slicer
   - Deep fat fryer

Information Sheet

b. Hand tools and utensils

- Knives
  - French
  - Serrated edge
- Forks
- Tongs
- Portion scoops (dishers)
- Sandwich spatula

6. **Cold sandwich wrapping**

   a. Sandwiches to be held for a time or for vending must be wrapped.

   b. Procedures should be established to accomplish wrapping with a minimum of time and effort.

   c. Wrapped sandwiches should be identified by labeling or another consistent method.

   d. Moisture/vapor-proof wrapping material should be used.

   e. Heat sealing is the recommended sealing method.

   f. If sandwiches are to be heated or frozen in their wraps, the wrapping material must meet special requirements.

7. **Sandwich storage**

   a. Store sandwiches with perishable fillings under refrigeration.

   b. Protect unwrapped sandwiches from drying out or absorbing odors.

   c. Wax paper or other moisture barriers must be used between sandwiches.

   d. Place trays or baskets so as to allow air circulation to facilitate cooling.

   e. Stacking sandwiches increases the danger of mashing and soaking.

Information Sheet

8. **Standards of quality for sandwiches**

   a. Appearance

   - Suitable size and shape for particular occasion
   - Neat, attractive arrangement
   - Appropriate garnish

   b. Flavor

   - Appropriate for type of sandwich
   - Pleasing combination of ingredients

   c. Texture

   - Firm bread, not crumbly or soggy
   - Identifiable filling
   - Evenly distributed filling

   d. Temperature

   - Hot sandwiches served hot
   - Cold sandwiches served cold

   e. Combination of ingredients

   - Compatible flavors and textures
   - Appealing appearance

9. **Terms related to hors d'oeuvres, canapés, appetizers, and garnishes and their definitions**

   a. **Appetizers** — Beverages or assorted snacks served before a meal, as the first course, or with cocktails, wines, or punch

   b. **Canapés** — Small pieces of bread, toast, wafer, or pastry covered with piquant food and garnished for eye appeal

   c. **Filling** — The main ingredient in canapés

Information Sheet

d. **Finger foods** — Foods such as canapés and hors d'oeuvres that are designed to be eaten with the fingers

e. **Garde-manger chef** — Individual who supervises pantry and area in which cold meats and fish are prepared

f. **Garde-manger station** — Preparation area for assembling salads, cold meats, and fish

g. **Garniture** — Use of garnishes to enhance flavor and appearance of foods when served

h. **Hors d'oeuvres** — Bite size foods eaten with fingers or toothpicks

Note: In some cases, an hors d'oeuvre may be a sandwich.

10. Types of hors d'oeuvres, canapés, appetizers, and fancy sandwiches

a. Hors d'oeuvres

- Relishes

  Examples: Pickles, olives, spiced apple slices

- Bite size

  Examples: Stuffed mushroom caps, cheese cubes

- Smoked or processed

  Examples: Smoked oysters, salami cubes or slices

- In sauce

  Example: Barbecued cocktail wieners

b. Canapés

- Hot sandwiches

  Example: Hot ham on miniature roll

- Cold sandwiches

  Example: Tuna salad finger sandwiches

- Open faced

  Example: Cream cheese with cucumber slice

Information Sheet

c. Appetizers

- Juice cocktails
- Fruit or vegetable cups
- Seafood cocktails

d. Fancy sandwiches

- Checkerboard
- Cornucopia
- Pinwheel
- Ribbon
- Tea sandwiches

11. Factors related to garnishes

a. Garniture is often used more extensively in the garde-manger section than any other.

b. The garde-manger section decorates cold meats and buffet items.

c. Some garnishes are traditional and may be considered accompaniments.

Example: Yorkshire pudding with roast beef

d. The garnish size should be related to the size of the food it garnishes.

e. An elaborate garnish of high degree may be required for elegant occasions.

Example: Tomato rose

f. Simple, well designed garnishes are best in most cases.

g. Labor involved in garniture work must be considered.

Information Sheet

h. Garnishes should consist of complementary ingredients that add natural color and flavor.

Example: **Palette of Ingredients**

Green

Vegetables and Greens
- Cabbage
- Celery
- Chives
- Cucumber (peel)
- Fresh herbs
- Green chili peppers
- Lettuces:
  - Bibb
  - Boston
  - Chicory
  - Escarole
  - Limestone
  - Romaine
- Mustard greens
- Peas
- Scallions (green part)
- Snow peas
- Spinach
- Turnip greens
- Zucchini (with skin)
- Watercress

Fruits
- Avocados
- Green apples (with skin)
- Greengage plums
- Lime zest
- Kiwis

Yellow/Orange

Vegetables
- Carrots
- Summer squash
- Sweet potatoes
- Wax beans

Fruits
- Apricots
- Cantaloupes
- Lemon zest
- Mangoes
- Orange segments
- Orange zest
- Papaya
- Peaches
- Tangerine segments

Beige/Brown

Garnishes
- Almonds
- Anchovies
- Croutons
- Pecans
- Raisins
- Walnuts

Red/Purple

Vegetables and Greens
- Beets
- Kidney beans
- Eggplants (with skin)
- Pimientos
- Radishes
- Red cabbage
- Red leaf lettuce
- Red onions
- Red bell peppers
- Red chili peppers
- Red potatoes (with skin)

Fruits
- Apples (with red skin)
- Persimmons
- Plums
- Raspberries
- Red pears (with skin)
- Strawberries
- Tokay grapes
- Tomatoes

Blue/Black

Vegetables
- Black olives
- Truffles

Fruits
- Blueberries
- Blackberries
- Concord grapes

White

Vegetables
- Belgian endive
- Cauliflower
- Cucumber (pared)
- Great Northern white beans
- Mushrooms
- Onions
- Potatoes (pared)
- Turnips
- Zucchini (pared)

Fruits
- Apples (pared)
- Bananas
- Grapefruit sections
- Pears (pared)

12. Basic edible ingredients used as garnishes

a. Fresh raw vegetables

Examples: Carrots, radishes, cucumbers, tomatoes, celery

b. Fresh cooked vegetables

c. Canned or marinated vegetables

d. Fresh raw fruits

Examples: Green apples, red apples, apricots, cantaloupes, oranges, strawberries

Information Sheet

e. Canned fruits

f. Candied fruits

g. Fresh herbs

h. Aspic sheets

i. Hard boiled eggs

j. Fish roe

k. Baked goods

l. Dairy products

13. Techniques for adding designs and forms

a. Slicing

- Fresh, raw vegetables to be sliced should be blanched and marinated; fruits do not require this treatment.
- Always wash raw vegetables and fruits thoroughly.
- Vegetables and fruits may be either peeled or left unpeeled depending on the effect desired.

b. Carving

- Basic flowers are a good beginning point as they are relatively simple to make and do not require a great amount of time.
- Other designs may be added as experience and time permit.

  Examples: Intricate flowers, chains, fish nets

c. Bouquets

- Fruits and vegetables can be cut in julienne strips, bunched or bundled, and added together.
- Loose items such as peas and diced fruits may be cradled in melon halves, artichoke bottoms, or other carved food containers.

  Note: Some cooked, canned, or marinated ingredients may be used in place of raw ingredients.

Information Sheet

14. Standards of quality for garnishes

a. Garnishes should be edible.

b. Garnishes should complement the food item.

c. Contrast is desirable but should not be excessive.

d. Natural colors and simple designs are preferred.

e. Garnishes should be as fresh as the food itself.

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 1—Prepare and Evaluate a Chicken Salad Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a mixed filling sandwich. Other sandwiches of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Chicken Salad Sandwich

Yield: 50 sandwiches **Portion:** One sandwich

Utensils: French knife, cutting board, mixing container, No. 24 disher, sandwich spatula

Ingredients	Quantity	Method
Chicken, cooked and chopped	4 lb.	1. Combine first six ingredients; mix until well blended.
Almonds, toasted and chopped	4 oz.	2. Arrange a workable number of bread slices in four rows for assembling sandwiches.
Salt	2 tsp.	3. Spread each slice of bread with butter or margarine.
Celery, chopped fine	8 oz.	4. Portion filling on each slice of bread in alternate rows. Use one No. 24 disher of filling to each slice. Spread evenly to edges of bread.
Vinegar	¼ c.	5. Place a lettuce leaf on each slice with filling.
Mayonnaise	1 c.	6. Top with second slice of bread from alternate row, butter side down to lettuce.
Bread	100 slices	7. Lay out another group of bread slices and continue as directed until all 50 sandwiches are completed.
Lettuce, cleaned and separated into leaves	2-3 heads	8. Wrap individually or arrange on trays, cover, and refrigerate until serving.
Butter or margarine, softened or whipped	As required	9. Arrange on serving plate, garnish, and place accompaniment at serving time.

☐ 3. Evaluate the chicken salad sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 1

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Suitable in size and shape for occasion Arranged neatly and attractively				
Flavor	Appropriate for type Well blended Pleasing				
Texture	Bread firm, not crumbly or soggy Filling in identifiable pieces and spread to edge of bread				
Temperature	Held and served cold				
Combination	Bread, filling, and garnish compatible and appealing				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 1

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

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Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 2—Prepare and Evaluate a Submarine Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Mixer with bowl

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a dry filling sandwich. Other sandwiches of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Submarine Sandwich

Yield: 50 sandwiches **Portion:** One sandwich

Utensils: French knife, cutting board, sandwich spatula, tongs, wire whip

Ingredients	Quantity	Method
Butter or margarine	8 oz.	1. Whip butter or margarine until fluffy.
Light cream	¼ c.	2. Add cream; mix well.
Mayonnaise	3 c.	3. Lightly blend in mustard, mayonnaise and pickle relish.
Mustard, prepared	¼ c.	4. Split buns.
Pickle relish	½ c.	5. Spread buns with spread mixture and arrange in working rows.
Submarine buns	50	6. Arrange on lower half of each bun, ½ oz. of each kind of meat.
Salami, ½ oz. slices	1 lb. 9 oz.	7. Arrange two ½ oz. triangles of cheese on the meat.
Spiced ham, ½ oz. slices	1 lb. 9 oz.	8. Place 2 slices of tomato on the cheese.
Bologna, ½ oz. slices	1 lb. 9 oz.	9. Place 2 slices of pickles on the tomatoes.
American cheese, 1 oz. slices cut diagonally	3 lb. 2 oz.	10. Top with upper halves of buns.
Tomatoes, fresh, sliced	2 doz. medium	11. Wrap individually or arrange on trays, cover, and refrigerate until serving.
Pickles, dill slices, well drained	1 qt.	12. Arrange on serving plate, garnish and place accompaniment at serving time.
		13. Serve immediately to guest.

Note: Other meats and cheeses, such as turkey or Swiss cheese may be used.

☐ 3. Evaluate the submarine sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 2

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Suitable in size and shape for occasion Arranged neatly and attractively				
Flavor	Appropriate for type Well blended Pleasing				
Texture	Bread firm, not crumbly or soggy Filling evenly distributed				
Temperature	Held and served cold				
Combination	Bread, filling, and garnish compatible and appealing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 2

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 3—Prepare and Evaluate a Reuben Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Sandwich grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a grilled sandwich. Other sandwiches of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Reuben Sandwich		
Yield: 50 sandwiches		**Portion:** One sandwich
Utensils: Sandwich spatula, tongs, pastry brush, French knife, cutting board, scales		
Ingredients	**Quantity**	**Method**
Rye bread	100 slices	1. Arrange bread in working rows; usually 4 by 5 is satisfactory.
Thousand Island dressing	2 c.	2. Spread each slice with 1 tsp. of Thousand Island dressing.
Corned beef, cooked, sliced very thin	4 lb. 11 oz.	3. On alternate rows of bread, place 1½ oz. of corned beef, 1 oz. of sauerkraut, and 1 oz. of Swiss cheese.
Sauerkraut, well drained	1½ qt.	4. Cover with top slice of bread.
Swiss cheese, 1 oz. slices	3 lb. 2 oz.	5. Continue assembling sandwiches following above procedure until all are completed.
Butter or margarine, melted	1 lb.	6. Arrange on trays and cover with wax paper. Refrigerate until time to grill.
		7. Brush sandwich with melted butter and place on grill; cook until lightly browned.
		8. Butter top side and turn to grill.
		9. Remove when grilled to desired doneness. Cut and arrange on serving plate with garnish and accompaniment.
		10. Serve immediately to guest.

☐ 3. Evaluate the Reuben sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 3

Standards of Quality	**Characteristics**	**Excellent** (5 pts.)	**Good** (4 pts.)	**Fair** (3 pts.)	**Poor** (2 pts.)
Appearance	Suitable in size and shape for occasion Arranged neatly and attractively Light golden brown in color				
Flavor	Zesty Well blended Pleasing				
Texture	Bread firm, not crumbly or soggy Filling evenly distributed				
Temperature	Hot throughout				
Combination	Bread, filling, and garnish compatible and appealing				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 3

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 4—Prepare and Evaluate a Monte Cristo Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Fryolator

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a fried sandwich. Other sandwiches of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Monte Cristo Sandwich

Yield: 50 sandwiches **Portion:** One sandwich

Utensils: Sandwich spatula, tongs, food trays, mixing bowl, wire whip, shallow pan, measuring utensils, scales

Ingredients	Quantity	Method
White bread Butter, room temperature Ham, 1 oz. slices Swiss cheese, ½ oz. slices Chicken, 1 oz. slices American cheese, ½ oz. slices Eggs Water, cold Salad oil Bread crumbs	100 slices 8 oz. 3 lb. 2 oz. 1 lb. 9 oz. 3 lb. 2 oz. 1 lb. 9 oz. 8 ¼ c. ¼ c. As needed to coat	1. Lightly butter bread slices and arrange in working rows; 4 by 5 is usually a good arrangement. 2. Arrange on each slice in alternate rows, one slice each of ham, Swiss cheese, chicken, and American cheese. 3. Top with second slice of bread. 4. Place on trays. 5. Cover and refrigerate until serving time. 6. Combine egg, water, and salad oil in bowl. 7. Blend well with wire whip and pour in pan. 8. Holding sandwich together, dip in egg mixture, then in bread crumbs. 9. Place in fryolator preheated to 350°F, and place screen over to submerge. 10. Fry until golden brown, approximately 2 min.

Note: The sandwich may be fried in a shallow skillet or heavily oiled pan and placed in a hot oven (400°F) instead of deep frying.

☐ 3. Evaluate the Monte Cristo sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 4

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Suitable in size and shape for occasion Arranged neatly and attractively Light golden brown in color				
Flavor	Well blended Pleasing Not oily tasting				
Texture	Crisp outside Cheese completely melted				
Temperature	Hot throughout				
Combination	Bread, filling, and garnish compatible and appealing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 4

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 5—Prepare and Evaluate a Club Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment — Toaster

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a decker-type sandwich. Other sandwiches of this type are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Club Sandwich

Yield: One sandwich **Portion:** One sandwich

Utensils: French knife, cutting board, tongs, sandwich spatula

Ingredients	Quantity	Method
Bread	3 slices	1. Toast 3 slices of bread.
Butter, softened	1 T.	2. Butter toast and arrange in row on cutting board.
Chicken or turkey breast, sliced	2 oz.	3. Place chicken or turkey slices on one piece of toast.
Mayonnaise	2 T.	4. Spread 1 oz. portion of mayonnaise on sliced meat.
Lettuce leaf	1	5. Place lettuce leaf on the mayonnaise.
Bacon, cooked	4 slices	6. Place second slice of toast on top of the lettuce.
Tomato, sliced	4 slices	7. Place bacon on top of the toast.
		8. Place tomato slices on top of the bacon.
		9. Spread the remaining mayonnaise on the third slice of toast.
		10. Place on tomatoes, mayonnaise side down.
		11. Square the sandwich and press together lightly.
		12. Cut the sandwich, arrange on service plate, garnish, and serve to customer. Note: See Job Sheet 6 for cutting and plating instructions for a club sandwich.

Note: Suggested accompaniments include chips, potato salad, or coleslaw.

☐ 3. Evaluate the club sandwich.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 5

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Evenly stacked ingredients Arranged neatly and attractively Held together with picks				
Flavor	Identifiable ingredients Well blended Pleasing				
Texture	Bread toasted evenly, not too crisp or soggy Filling in identifiable pieces and evenly distributed				
Temperature	Held and served cold				
Combination	Toast, filling, and garnish compatible and appealing				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 5

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 6—Cut and Set Up a Club Sandwich

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Toothpicks properly placed	______
Neat clean cuts	______
Filling neatly in place	______
Attractive presentation	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Club sandwich
Frilled or novelty toothpicks
Example: Miniature swords
Cutting board
French knife
Service plate
Appropriate garnish
Accompaniment (if required)

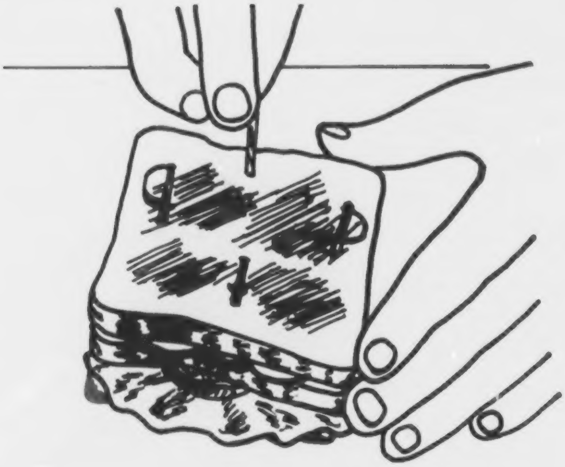
B. Procedure

☐ 1. Stick picks into sandwich, straight down in middle of each of four quadrants about one and a half fingers away from the outside edge (Figure 1).

> **Caution: Use frilled or novelty picks or top toothpicks with olives for customer safety.**

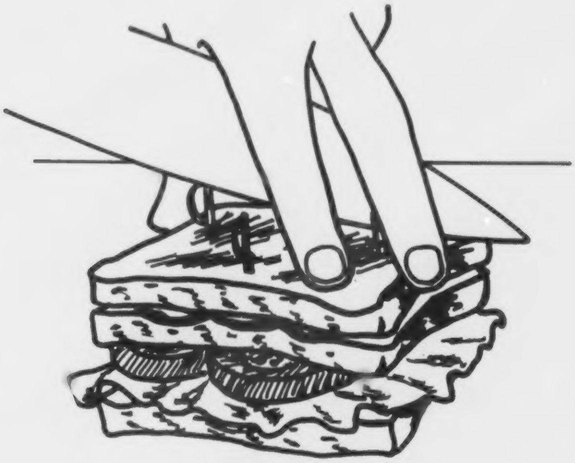
Job Sheet 6

Figure 1



☐ 2. Use all fingers to hold sandwich in place while cutting diagonally twice from corner to corner, into four triangles (Figure 2).

Figure 2



☐ 3. Lift two sections with the flat side of the knife blade and align with the second two sections to form a diamond shape (Figures 3 and 4).

Job Sheet 6

Figure 3

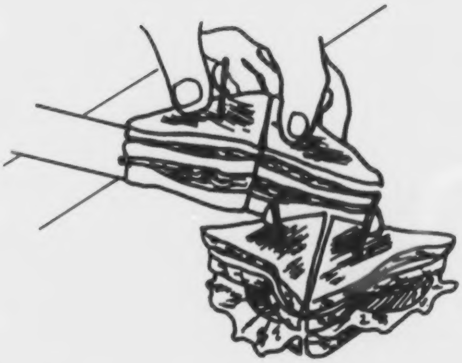
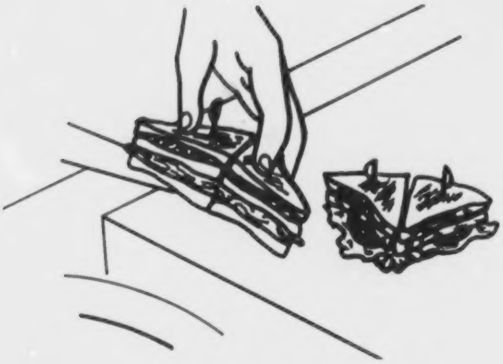
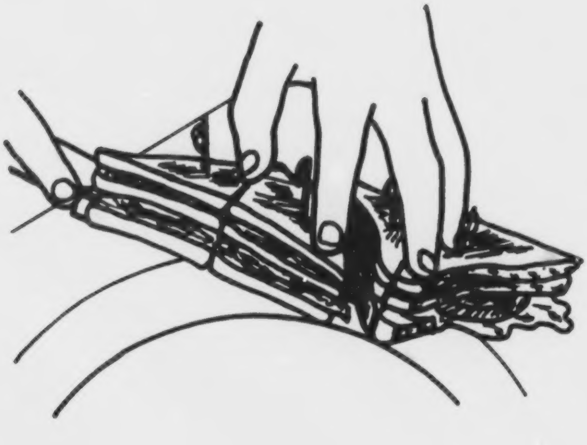


Figure 4



☐ 4. Lift all four sections with the flat side of the knife blade (Figure 5).

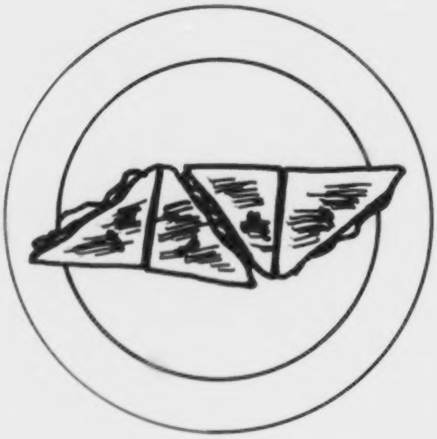
Figure 5



Job Sheet 6

☐ 5. Transfer the sandwich to the service plate (Figure 6).

Figure 6



☐ 6. Add appropriate garnish and accompaniment, if required, and serve immediately to the guest.

☐ 7. Wash and return utensils to their proper storage.

☐ 8. Clean the work area.

Evaluator's comments: ______________________________

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 7—Prepare a Tomato Rose Garnish

Name ________________________ Attempt Number ________

Date ________________________ Overall Rating ________

Evaluation criteria	**Rating**
Strip of peel uniformly cut	______
Rose carefully, realistically shaped	______
Green leaves added attractively	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Tomato
Paring knife
Cutting board
Lettuce leaves or other green leaves

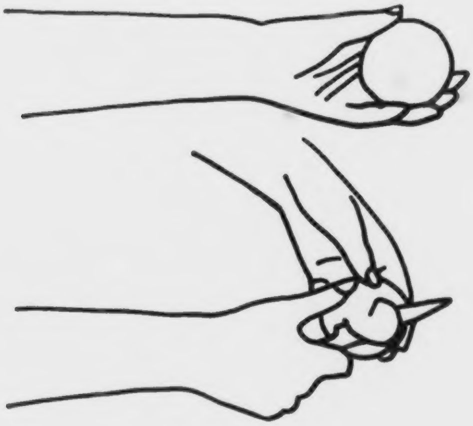
B. Procedure

☐ 1. Select a firm ripe tomato and begin to peel it in a long strip about ½ inch wide (Figure 1).

Note: The paring knife must be very sharp.

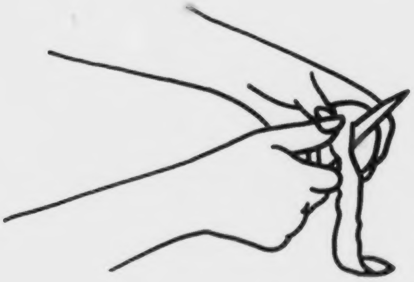
Job Sheet 7

Figure 1



☐ 2. Continue peeling the entire tomato in one long continuous strip (Figure 2).

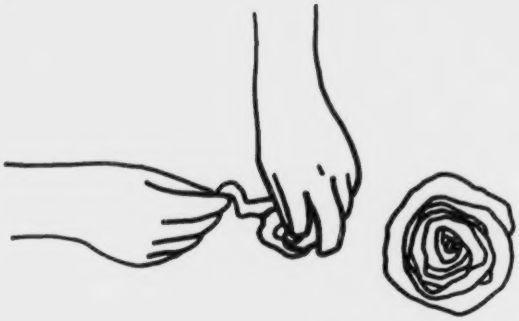
Figure 2



☐ 3. Form the rose by beginning at the center and wrapping the strip of peel around and around in a spiral fashion (Figure 3).

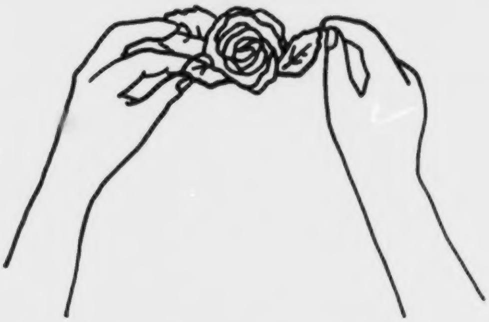
Job Sheet 7

Figure 3



☐ 4. Place the tomato rose on the food to be garnished and add lettuce leaves or other greenery to enhance the effect (Figure 4).

Figure 4



☐ 5. Wash utensils and return to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 8—Carve a Radish Bud Garnish

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Neat even cuts	______
Radish bud soaked until open	______
Attractive presentation	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Radish (unblemished)
Paring knife
Cutting board
Bowl of ice water

B. Procedure

☐ 1. Cut the leaves and tip from the radish (Figures 1 and 2).

Figure 1

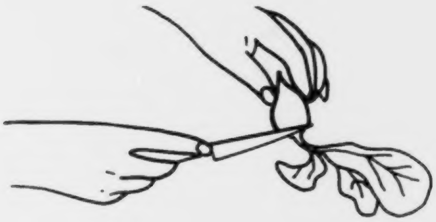
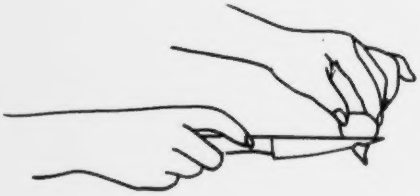


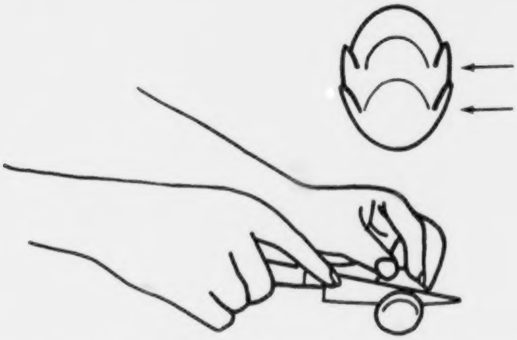
Figure 2



Job Sheet 8

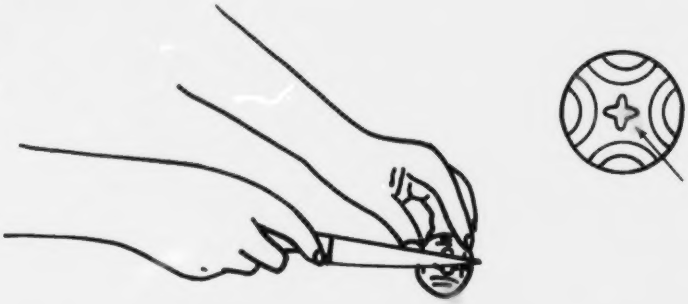
☐ 2. With the tip (root) end up, make two cuts in each of the four sides of the radish (Figure 3).

Figure 3



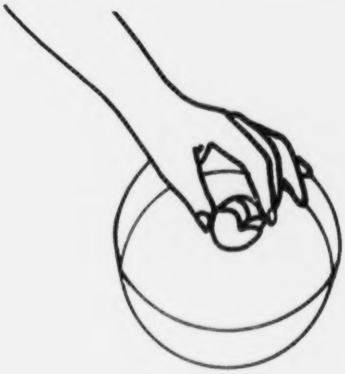
☐ 3. Cut a cross in the top of the bud, where the tip was cut off (Figure 4).

Figure 4



☐ 4. Soak the radish bud in ice water until the petals open up (Figure 5).

Figure 5



Job Sheet 8

☐ 5. Place the radish bud on food to be garnished.

Note: Bits of greens may be added to increase the final effect; radish buds may also be used to top toothpicks through a sandwich.

☐ 6. Wash utensils and return to proper storage.

☐ 7. Clean the work area.

Evaluator's comments: ____

____

____

Sandwiches, Hors d'Oeuvres, and Garnishes
Unit 9

Job Sheet 9—Prepare an Apple Bird Garnish

Name ________________________ Attempt Number ________

Date ________________________ Overall Rating ________

Evaluation criteria	**Rating**
Clean, neat cuts	______
Cut areas crisp white, not brown	______
Realistically assembled	______
Attractive displayed	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Red apple
Paring knife
Citric acid solution (lemon juice in water)

B. Procedure

Note: As each piece is cut, the apple wedges and apple should be dipped in citrus solution to prevent discoloration.

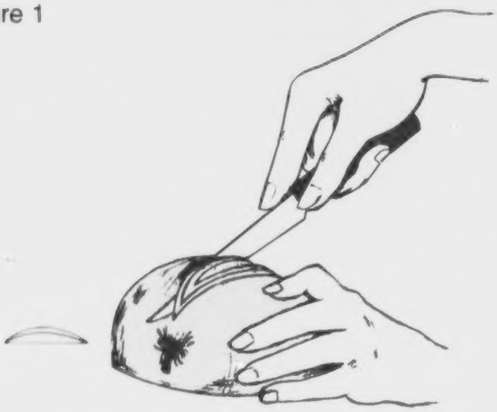
☐ 1. Slice off one-third of the apple from one side to provide a base for the bird.

Note: Save this piece of apple to use later when preparing the bird's neck and head.

Job Sheet 9

☐ 2. Cut a small wedge from the top midline of the apple (Figure 1).

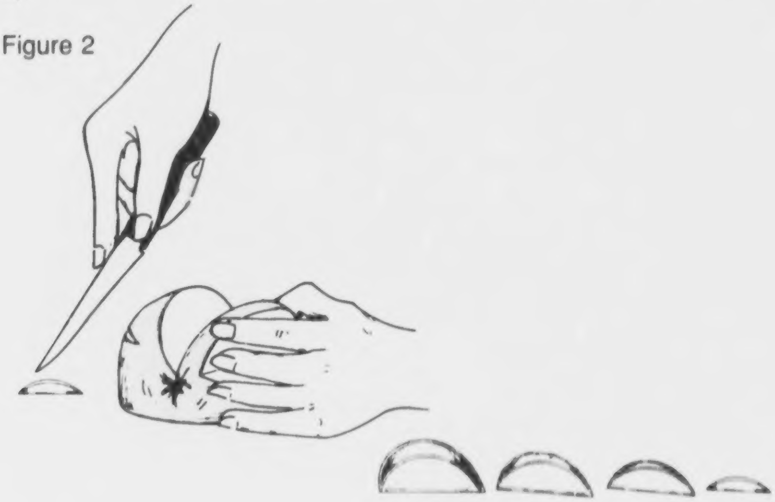
Figure 1



☐ 3. Leave a ridge of apple in place on each side of the top wedge to provide a foundation for the wings and tail.

☐ 4. Cut a small wedge on each side of the apple; continue cutting slices to form taco shaped wedges from each side to form the bird's wings (Figure 2).

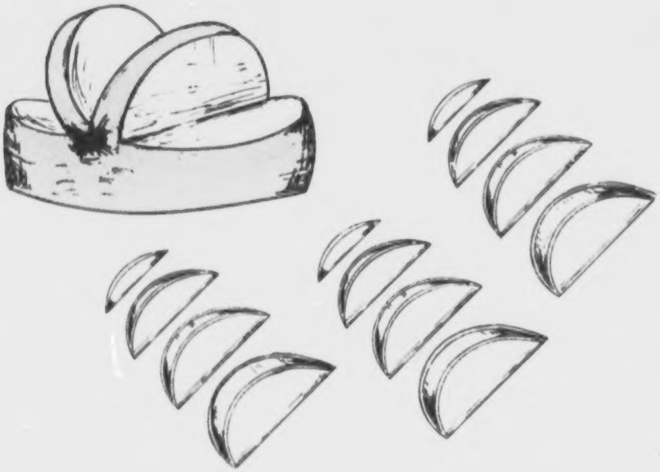
Figure 2



Job Sheet 9

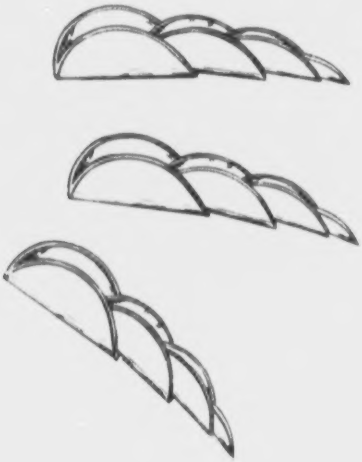
☐ 5. Slice taco shaped wedges carefully from each location until enough have been obtained to form the bird's tail and wings (Figure 3).

Figure 3



☐ 6. Assemble slices in reverse order of cutting overlapping slightly to form the wings and tail (Figure 4).

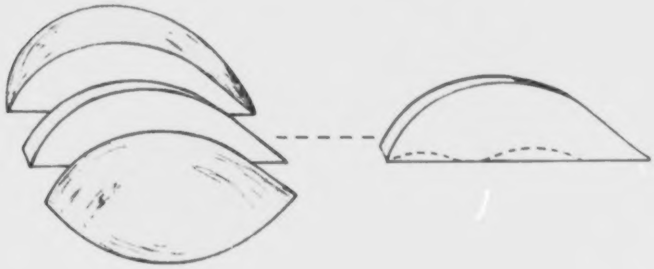
Figure 4



Job Sheet 9

☐ 7. Cut a thin section from the slice of apple removed in step 1; cut in shape to form the neck and head of the bird (Figure 5).

Figure 5



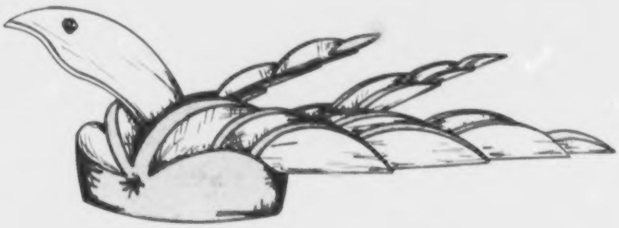
☐ 8. Position the neck section in the front of the center groove (Figure 6).

☐ 9. Position the tail section in the back of the center groove (Figure 6).

☐ 10. Place the wing section in the side grooves of the apple body (Figure 6).

☐ 11. Insert whole cloves for eyes on each side of the bird's head (Figure 6).

Figure 6



☐ 12. Perch completed bird on a pedestal or the rim of the serving container for display as a garnish.

☐ 13. Wash utensils and return to proper storage.

Job Sheet 9

☐ 14. Clean the work area.

Evaluator's comments: ______________________________

____

____

Stocks, Soups, and Sauces
Unit 10

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare and evaluate various stocks, soups, and sauces. The student should demonstrate these competencies by completing the assignment sheets and job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to stocks, soups, and sauces with their correct definitions.
2. List types of stock.
3. List uses of stock.
4. Complete statements regarding maintaining the quality of stock.
5. Select true statements concerning convenience stock bases.
6. List types of soups.
7. Select true statements concerning standards of quality for soup.
8. Complete statements regarding ways to serve soup.
9. Complete statements regarding convenience soups.
10. Select uses of sauces and gravies.
11. List ways of classifying sauces.
12. List the five leading sauces.
13. Match types of sauce thickeners with their thickening agents.
14. Select true statements concerning standards of quality for sauces.
15. List factors related to convenience sauces.

Objective Sheet

16. Evaluate a convenience soup. (Assignment Sheet 1)
17. Evaluate a convenience sauce. (Assignment Sheet 2)
18. Prepare chicken stock. (Job Sheet 1)
19. Prepare beef stock. (Job Sheet 2)
20. Prepare and evaluate French onion soup. (Job Sheet 3)
21. Prepare and evaluate cream of tomato soup. (Job Sheet 4)
22. Prepare and evaluate vichyssoise. (Job Sheet 5)
23. Prepare and evaluate minestrone soup. (Job Sheet 6)
24. Prepare and evaluate espagnole sauce. (Job Sheet 7)
25. Prepare and evaluate bechamel sauce. (Job Sheet 8)
26. Prepare and evaluate tomato sauce. (Job Sheet 9)
27. Prepare and evaluate basic velouté sauce. (Job Sheet 10)
28. Prepare and evaluate hollandaise sauce. (Job Sheet 11)
29. Prepare and evaluate cocktail sauce. (Job Sheet 12)
30. Prepare and evaluate lemon sauce. (Job Sheet 13)
31. Prepare and evaluate pan gravy. (Job Sheet 14)

Stocks, Soups, and Sauces
Unit 10

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss assignment sheets and job sheets, and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile assignment sheet ratings, job sheet ratings, and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. To assist students in learning the terminology presented in Objective 1, have each student prepare a crossword puzzle using the terms and definitions, then have students exchange puzzles with each other and complete puzzles. Skill areas: **reading, writing**, and **creative thinking**.

2. Review sanitation and storage procedures in Unit 2 concerning stocks, soups, and sauces. Assign each student a soup or sauce and have the students report to the class specific steps where contamination or spoilage could occur. Skill areas: **reading, writing, science,** and **oral communication**.

3. Demonstrate cutting, mixing, and cooking methods necessary for stock, soup, and sauce cookery. Encourage students to ask questions and discuss methods. Skill areas: **oral communication** and **listening**.

4. Prepare hot reconstituted convenience soup and sauce for students to evaluate for Assignment Sheets 1 and 2. Conduct a class discussion of the evaluation results. Skill areas: **oral communication** and **listening**.

Resources Used in Developing This Unit

1. Folsom, LeRoi. *The Professional Chef*, 4th Ed. New York: Van Nos Reinhold, 1983.

2. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

3. Powers, Jo Marie. *Basics of Quantity Food Production*. New York: John Wiley and Sons, 1979.

4. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Suggested Supplemental Resource — *The Complete Book of Soups and Stews*. New York: Simon and Schuster, 1984.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Stocks, Soups, and Sauces
Unit 10

Answer to Written Test

1.

a.	4	g.	2	m.	7	r.	19	w.	15
b.	8	h.	5	n.	1	s.	24	x.	16
c.	14	i.	13	o.	17	t.	20	y.	26
d.	6	j.	10	p.	27	u.	22	z.	21
e.	9	k.	3	q.	18	v.	25	aa.	23
f.	12	l.	11						

2. a. White stock
   b. Brown stock

3. a. As a base for soups or sauces
   b. As a cooking medium for braising

4. a. Rapidly
   b. Covered
   c. Stirred
   d. 40°
   e. Fat

5. a, b, d, e

6. a. Thin
   b. Thick
   c. Cold
   d. Ethnic

7. a, b, d, e, f

8. a. Hot
   b. Cold, hot
   c. Crackers
   d. Garnish
   e. Chill

9. a. Frozen
   b. Reconstitution
   c. Closely followed
   d. Labor
   e. Consistency

10. a, d, g, i, j

Answers to Written Test

11. a. By temperature
    b. By flavor
    c. By color
    d. By base
    e. By leading sauce
    f. By specialty

12. a. Espagnole
    b. Béchamel
    c. Tomato
    d. Velouté
    e. Hollandaise

13. a. 3
    b. 2
    c. 4
    d. 2
    e. 1
    f. 4
    g. 2
    h. 1
    i. 1
    j. 3
    k. 2

14. a, b

15. Any three of the following:

    a. Dehydrated, canned, or frozen forms are available.
    b. Quality ingredients should be used to insure quality of sauces.
    c. Reconstitution directions should be closely followed.
    d. Time and labor are saved by using convenience sauces.
    e. Convenience sauces can be used as bases for special sauces.

Stocks, Soups, and Sauces
Unit 10

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. Serve in unthickened pan gravy

______b. A leading sauce made with cream or milk and roux

______c. A small sauce made by substituting a cooked mixture of tarragon vinegar, shallots, and peppercorns for lemon juice in the leading sauce, hollandaise

______d. A small sauce made by adding onions, green peppers, celery, and hot spices to the leading sauce, tomato

______e. To add liquid to a pan to dissolve the crusted drippings left in the pan after meats have been cooked

______f. A leading brown sauce made with mirepoix, roux, and brown stock

______g. A flavored liquid made from the juices left in the pan after meats have been cooked

______h. One of the five basic sauces from which small sauces are made

______i. A leading sauce made with butter, egg yolks, and lemon juice

______j. A butter sauce flavored with parsley and lemon juice

______k. A mixture of roughly cut celery, carrots, and onions

______l. A small sauce made by adding eggs and Parmesan cheese to the leading sauce, béchamel

1. Scald
2. Gravy
3. Mirepoix
4. Au jus
5. Leading sauce
6. Creole sauce
7. Tomato sauce
8. Béchamel
9. Deglaze
10. Meuniere sauce
11. Mornay sauce
12. Espagnole
13. Hollandaise
14. Béarnaise sauce

Written Test

_______m. A leading sauce with tomatoes as the main ingredient

_______n. To heat milk or cream to just below the boiling point

_______o. A small sauce made by adding sautéed onions and mushrooms to the leading sauce, chicken velouté

_______p. A sauce made by adding selected ingredients to one of the five leading sauces

_______q. A leading sauce made with roux and either chicken stock, veal stock, or fish stock

_______r. A thickening agent made from cream and egg yolks

_______s. A clear soup made from clarified stock

_______t. To make stock clear by removing suspended particles

_______u. Rich in starch

_______v. Fish stock

_______w. Paste of flour or bread crumbs and liquid

_______x. A thickening agent made by cooking equal parts of flour and fat

_______y. A floating mass of ground beef, vegetables, and egg whites used to clarify stock

_______z. A cheesecloth bag containing herbs and spices used to flavor stock

_______aa. A liquid in which vegetables or the flesh and bones from meat, poultry, or fish have been cooked

15. Panada
16. Roux
17. Sauce poulette
18. Velouté
19. Liaison
20. Clarify
21. Sachet bag
22. Farinaceous
23. Stock
24. Consommé
25. Fumet
26. Raft
27. Small sauce

Written Test

2. List two types of stock.

   a. ____________________

   b. ____________________

3. List two uses of stock.

   a. ____________________

   b. ____________________

4. Complete the following statements regarding maintaining the quality of stock.

   a. Stock should be divided into small quantities and cooled ____________ in a cold, running water bath or in a cool, well-ventilated area.

   b. Stock should be ____________ during the cooling process.

   c. Stock should be ____________ frequently to speed cooling.

   d. Refrigerate cooled stock at 35° to ____________ Fahrenheit.

   e. ____________ may be left to congeal and form a protective seal over the stock.

5. Select true statements concerning convenience stock bases by placing an "X" in each appropriate blank.

   ______a. Bases are used when the food service operation has no source of good bones and serves preportioned meats.

   ______b. Bases reduce the labor involved in the cooking process.

   ______c. Bases contain only seasonings, spices, and vegetables.

   ______d. For a quality product, bases must contain quality ingredients and the proportion of basic flavor ingredient must be high.

   ______e. Reconstitution directions must be closely followed.

Written Test

6. List four type of soups.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

7. Select true statements concerning standards of quality for soup by placing an "X" in each appropriate blank.

   ______a. Flavors must be well blended.

   ______b. Cream soups should have the consistency of thin cream sauce, while chowders and bisques should be thicker.

   ______c. Garnishes should not be used with soups.

   ______d. Soup should be pleasing in taste and texture.

   ______e. Appearance as well as taste should show evidence of richness.

   ______f. Clear soups should be clear, bright, and sparkling.

8. Complete the following statements regarding ways to serve soup.

   a. Preheat the serving container for ______________ soups.

   b. Serve ______________ soups at 40° to 45° Fahrenheit and ______________ soups at 150° to 160° Fahrenheit.

   c. ______________ are an appropriate accompaniment for both hot and cold soups.

   d. ______________ all soups compatibly.

   e. ______________ the serving container for cold soups.

9. Circle the words that best complete the following statements regarding convenience soups.

   a. Instant, dehydrated, canned, or (frozen, preheated) forms are available.

   b. Quality is determined by the ingredients, manufacturing process, and (cooking, reconstitution) method.

Written Test

c. Reconstitution directions should be (closely followed, standardized).

d. Convenience soups save time and (labor, storage space).

e. Convenience soups provide means of (portion, consistency) control.

10. Select uses of sauces and gravies by placing an "X" in each appropriate blank.

_____a. To provide menu balance

_____b. To cover preparation mistakes

_____c. To make food portion larger

_____d. To increase moisture content

_____e. To change the flavor of food

_____f. To dry out food that is too moist

_____g. To enhance the flavor of food

_____h. To change the temperature of food

_____i. To provide contrast

_____j. To garnish food

11. List four ways of classifying sauces.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

12. List the five leading sauces.

a. ______________________________

b. ______________________________

c. ______________________________

Written Test

d. ______________________________

e. ______________________________

13. Match the types of sauce thickeners on the right with their thickening agents. Answers may be used more then once.

______a. Blond

______b. Arrowroot

______c. Rice

______d. Corn flour

______e. Eggs

______f. Oatmeal

______g. Beurre manie

______h. Cream

______i. Combination of cream and eggs

______j. White

______k. Cornstarch

1. Liaison
2. Starch products
3. Roux
4. Farinaceous products

14. Select true statements concerning standards of quality for sauces by placing an "X" in each appropriate blank.

______a. A glossy, colorful appearance pleases the eye and enhances the food being served.

______b. Sauces should be light and smooth with a velvety texture and fluidity of body.

______c. Harmony with the food being served should be maintained only if convenient.

15. List three factors related to convenience sauces.

a. ______________________________

b. ______________________________

c. ______________________________

***Permission to duplicate this test is granted.**

Stocks, Soups, and Sauces
Unit 10

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Evaluate a Convenience Soup Rating ______

Comments: ____

____

Assignment Sheet 2—Evaluate a Convenience Sauce Rating ______

Comments: ____

____

Job Sheet 1—Prepare Chicken Stock Rating ______

Comments: ____

____

Job Sheet 2—Prepare Beef Stock Rating ______

Comments: ____

____

Job Sheet 3—Prepare and Evaluate French Onion Soup Rating ______

Comments: ____

____

Job Sheet 4—Prepare and Evaluate Cream of Tomato Soup Rating ______

Comments: ____

____

Job Sheet 5—Prepare and Evaluate Vichyssoise Rating ______

Comments: ____

____

Job Sheet 6—Prepare and Evaluate Minestrone Soup Rating ______

Comments: ____

____

Unit Evaluation Form

Job Sheet 7—Prepare and Evaluate Espagnole Sauce Rating ______

Comments: ____

Job Sheet 8—Prepare and Evaluate Béchamel Sauce Rating ______

Comments: ____

Job Sheet 9—Prepare and Evaluate Tomato Sauce Rating ______

Comments: ____

Job Sheet 10—Prepare and Evaluate Basic Velouté Sauce Rating ______

Comments: ____

Job Sheet 11—Prepare and Evaluate Hollandaise Sauce Rating ______

Comments: ____

Job Sheet 12—Prepare and Evaluate Cocktail Sauce Rating ______

Comments: ____

Job Sheet 13—Prepare and Evaluate Lemon Sauce Rating ______

Comments: ____

Job Sheet 14—Prepare and Evaluate Pan Gravy Rating ______

Comments: ____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

***Permission to duplicate this form is granted.**

Stocks, Soups, and Sauces
Unit 10

Information Sheet

1. **Terms and Definitions**

   a. **Au jus** — Served in unthickened pan gravy

   b. **Béarnaise sauce** — A small sauce made by substituting a cooked mixture of tarragon vinegar, shallots, and peppercorns for lemon juice in the leading sauce, hollandaise

   c. **Béchamel** — A leading sauce made with cream or milk and roux

   d. **Clarify** — To make stock clear by removing suspended particles

   e. **Consommé** — A clear soup made from clarified stock

   f. **Creole sauce** — A small sauce made by adding onions, green peppers, celery, and hot spices to the leading sauce, tomato

   g. **Deglaze** — To add liquid to a pan to dissolve the crusted drippings left in the pan after meats have been cooked

   h. **Espagnole** — A leading brown sauce made with mirepoix, roux, and brown stock

   i. **Farinaceous** — Rich in starch

   j. **Fumet** — Fish stock

   k. **Gravy** — A flavored liquid made from the juices left in the pan after meats have been cooked

   l. **Hollandaise** — A leading sauce made with butter, egg yolks, and lemon juice

   m. **Leading sauce** — One of the five basic sauces from which small sauces are made

      Note: A leading sauce is also referred to as a mother sauce.

   n. **Liaison** — A thickening agent made from cream and egg yolks

   o. **Meuniere sauce** — A butter sauce flavored with parsley and lemon juice

   p. **Mirepoix** — A mixture of roughly cut celery, carrots, and onions

Information Sheet

q. **Mornay sauce** — A small sauce made by adding eggs and Parmesan cheese to the leading sauce, béchamel

r. **Panada** — Paste of flour or bread crumbs and liquid

Note: Panada may also be called slurry or whitewash.

s. **Raft** — A floating mass of ground beef, vegetables, and egg whites used to clarify stock

t. **Roux** — A thickening agent made by cooking equal parts of flour and fat

u. **Sachet bag** — A cheesecloth bag containing herbs and spices used to flavor stock

Note: A sachet bag may also be called bouquet garni.

v. **Sauce poulette** — A small sauce made by adding sautéed onions and mushrooms to the leading sauce, chicken velouté

w. **Scald** — To heat milk or cream to just below the boiling point

x. **Small sauce** — A sauce made by adding selected ingredients to one of the five leading sauces

y. **Stock** — A liquid in which vegetables or the flesh and bones from meat, poultry, or fish have been cooked

z. **Tomato sauce** — A leading sauce with tomatoes as the main ingredient

aa. **Velouté** — A leading sauce made with roux and either chicken stock, veal stock, or fish stock

2. **Types of stock**

a. White stock — Liquid from veal, chicken, or fish

Note: In this case, white indicates that the liquid is clear.

b. Brown stock — Liquid from beef or veal

Note: Bones are browned before simmering.

3. **Uses of stock**

a. As a base for soups or sauces

b. As a cooking medium for braising

Information Sheet

4. **Maintaining the quality of stock**

   a. Stock should be divided into small quantities and cooled rapidly in a cold, running water bath or in a cool, well-ventilated area.

   b. Stock should be covered during the cooling process.

   c. Stock should be stirred frequently to speed cooling.

   d. Refrigerate cooled stock at 35° to 40° Fahrenheit.

   e. Fat may be left to congeal and form a protective seal over the stock.

   Note: Congealed fat is easy to remove with little waste.

5. **Convenience stock bases**

   a. Bases are used when the food service operation has no source of good bones and serves preportioned meats.

   b. Bases reduce the labor involved in the cooking process.

   c. Bases contain mainly seasonings, spices, vegetables, and processed meats or fats.

   d. For a quality product, bases must contain quality ingredients and the proportion of basic flavor ingredient must be high.

   Note: Check for a meat inspection stamp.

   e. Reconstituting directions must be closely followed.

6. **Types of soups**

   a. Thin soups

      - Broth
      - Bouillon
      - Consommé

   b. Thick soups

      - Cream
      - Puree

Information Sheet

        - Chowder
        - Bisque

    c. Cold soups

    d. Ethnic soups

7. **Standards of quality for soup**

    a. Taste and texture should be pleasing.

    b. Flavors must be well blended.

    c. Clear soups should be clear, bright, and sparkling.

    d. Cream soups should have the consistency of thin cream sauce, while chowders and bisques should be thicker.

    e. Appearance as well as taste should show evidence of richness.

    f. Appropriate garnishes should be used.

8. **Ways to serve soup**

    a. Hot soup

        - Preheat the serving container.
        - Serve at 150° to 160° Fahrenheit.
        - Crackers or croutons are appropriate accompaniments.
        - Garnish compatibly.

    b. Cold soup

        - Chill the serving container.
        - Serve at 40° to 45° Fahrenheit.
        - Crackers are an appropriate accompaniment.
        - Garnish compatibly.

Information Sheet

9. **Convenience soups**
    a. Instant, dehydrated, canned, or frozen forms are available.

    b. Quality is determined by the ingredients, manufacturing process, and reconstitution method.

    c. Reconstitution directions should be closely followed.

    d. Convenience soups save time and labor.

    e. Convenience soups provide means of product consistency control.

10. **Uses of sauces and gravies**
    a. To enhance the flavor of food

    Note: A sauce should not change the flavor of the food.

    b. To provide contrast
        - In texture
        - In color

    c. To provide menu balance
        - In color
        - In appearance

    d. To increase moisture content

    e. To garnish food

    f. To serve as a binding agent
        - In croquettes
        - In casseroles

11. **Ways of classifying sauces**
    a. By temperature
        - Hot
        - Cold

Information Sheet

b. By flavor
    - Tart
    - Sweet

c. By color

d. By base
    - Meat
    - Fish
    - Vegetable
    - Dessert

e. By leading sauce

f. By specialty

   Example: Cocktail sauce

12. Leading sauces

Note: These are also referred to as mother sauces.

a. Espagnole

   Note: This is also known as brown sauce.

b. Béchamel

   Note: This is also known as cream sauce.

c. Tomato

d. Velouté

e. Hollandaise

13. Types of sauce thickeners and their thickening agents

a. Roux
    - White
    - Blond

Information Sheet

b. Starch products

- Cornstarch
- Corn flour
- Arrowroot
- Beurre manie

c. Liaison

- Cream
- Eggs
- Combination of cream and eggs

d. Farinaceous products

- Rice
- Oatmeal

14. **Standards of quality for sauces**

a. Sauces should be light and smooth with a velvety texture and fluidity of body.

b. A glossy, colorful appearance pleases the eye and enhances the food being served.

c. Harmony with the food being served should be maintained.

Examples: Game stock for a game sauce, fish sauce for fish

15. **Convenience sauces**

a. Dehydrated, canned, or frozen forms are available.

b. Quality ingredients should be used to insure quality of sauces.

c. Reconstitution directions should be closely followed.

d. Time and labor are saved by using convenience sauces.

e. Convenience sauces can be used as bases for special sauces.

Stocks, Soups, and Sauces
Unit 10

Assignment Sheet 1—Evaluate a Convenience Soup

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Product evaluated according to given criteria	______
Participation in class discussion	______

Directions: Your instructor will provide a reconstituted hot convenience soup for evaluation. Record your evaluation in the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points. Answer the questions that follow and discuss your answers in class. The above criteria will be used to evaluate your performance.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Identifiable ingredients Clear soups bright, sparkling Cream soups bright with glossy finish				
Flavor	Well blended Subtle seasoning				
Temperature	Held and served hot				
Texture	Clear soups not watery, no sediment present Cream soups smooth, not curdled				
Color	Bright Glossy Finish				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

Assignment Sheet 1

1. Was the product servable? ____________________
2. If the product was not servable, why? ____________________

   ____
3. Which of the following should be improved? ____________________

   ____

   - Measuring
   - Temperature
   - Mixing
   - Preparation

Stocks, Soups, and Sauces
Unit 10

Assignment Sheet 2—Evaluate a Convenience Sauce

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Product evaluated according to given criteria	______
Participation in class discussion	______

Directions: Your instructor will provide a reconstituted hot convenience sauce for evaluation. Record your evaluation in the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points. Answer the questions that follow and discuss your answers in class. The above criteria will be used to evaluate your performance.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food being served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Held and served hot				
Texture	Smooth, velvety Free of lumps Not curdled				
Color	Bright Complements food being served				

Total Points __________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique, do not serve

Assignment Sheet 2

1. Was the product servable? ______________________________

2. If the product was not servable, why? ______________________________

____

3. Which of the following should be improved? ______________________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Stocks, Soups, and Sauces
Unit 10

Job Sheet 1—Prepare Chicken Stock

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Stock had bright, sparkling color	______
Stock not watery; no sediment present	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a basic white stock. Other white stocks are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Chicken Stock
Yield: 3 gallons
Utensils: Stock pot, French knife, cutting board, china cap, cheesecloth

Ingredients	Quantity	Method
Chicken bones (backs, wings, necks)	20 lb.	1. Place chicken bones in stock pot.
Water, cold	5 gal.	2. Add water and heat slowly to the boiling point.
Mirepoix:		3. Add mirepoix ingredients to the stock pot.
Onions, chopped	8 oz.	4. Place sachet bag ingredients in cheesecloth; tie closed.
Celery, chopped	8 oz.	5. Add sachet bag to stock pot.
Carrots, chopped	8 oz.	6. Add marjoram and thyme to stock pot.
Sachet bag:		7. Simmer for approximately 3 hours.
Peppercorns, crushed	1 T.	8. Remove sachet bag and strain broth through china cap.
Bay leaves	2	9. Vent and cool.
Cloves	1 tsp.	10. Refrigerate until ready to use.
Parsley	½ bunch	11. Bring to boiling point; simmer 15 min.
Marjoram	2 tsp.	12. Strain through cheesecloth to remove impurities.
Thyme	1 tsp.	

Note: Use as a base for leading sauces and soups.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 2—Prepare Beef Stock

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Stock had bright, sparkling color	______
Stock not watery; no sediment present	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a basic brown stock. Other brown stocks are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield, write any changes in the quantity column.

Job Sheet 2

Name: Beef Stock

Yield: Approximately 3 gallons

Utensils: Stock pot, meat saw, roasting pan, French knife, cutting board, sauté pan, china cap, cheesecloth

Ingredients	Quantity	Method
Beef bones	18 lb.	1. Cut bones with a meat saw.
Water, cold	5 gal.	2. Place bones in roasting pan; brown in oven at 375°F.
Mirepoix:		
Onions, chopped	24 oz.	3. Turn bones occasionally to brown uniformly.
Celery, chopped	12 oz.	
Carrots, chopped	12 oz.	4. Remove bones from pan and place in stock pot.
Tomatoes	½ No. 10 can	5. Drain fat from pan and reserve.
Sachet bag:		6. Deglaze roasting pan with part of the water.
Peppercorns	1 tsp.	
Bay leaves	3	7. Cover bones with water and add deglazing liquid.
Cloves	1 tsp.	
Parsley	½ bunch	8. Bring to a boil.
Thyme	1 tsp.	9. Reduce heat and simmer.
		10. Sauté mirepoix ingredients in reserved fat until brown.
		11. Add to stock pot.
		12. Add tomatoes, sachet bag, and thyme to stock pot.
		13. Simmer for approximately 3 hours.
		14. Strain through china cap and cheesecloth.
		15. Vent and cool.
		16. Refrigerate.

Note: Use as a base for soups and sauces.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

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Stocks, Soups, and Sauces
Unit 10

Job Sheet 3—Prepare and Evaluate French Onion Soup

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a thin soup. Other thin soups are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield, write any changes in the quantity column.

Job Sheet 3

Name:	French Onion Soup		
Yield:	3 gallons (50 portions)	**Portion:**	8 ounces
Utensils:	Stock pot, French knife, cutting board		

Ingredients	Quantity	Method
Onions, peeled, sliced thin	8 lb.	1. Sauté onions in fat until golden brown.
Fat	12 oz.	2. Add flour and mix until well blended.
Flour	3 oz.	3. Place mixture in stock pot.
Brown Stock, warm	3 gal.	4. Add brown stock to stock pot and mix.
Salt	To taste	5. Bring to boil and reduce heat.
Pepper	To taste	6. Simmer for about 25 minutes or until onion flavor is well developed.
Dry sherry (optional)	6 oz.	7. Season with salt and pepper to taste; add sherry if desired.
		8. Serve immediately.

Note: Croutons and Parmesan cheese may be served on the side.

☐ 3. Evaluate the French onion soup.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Clear Bright Sparkling				
Flavor	Onion flavor well-developed Well blended Subtle seasoning				
Temperature	Held and served hot				
Texture	Onions well-cooked, but not mushy No sediment present				
Color	Bright Golden brown				

Total Points ______________________

Job Sheet 3

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable?

b. If the product was not servable, why?

c. Which of the following should be improved?

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments:

Stocks, Soups, and Sauces
Unit 10

Job Sheet 4—Prepare and Evaluate Cream of Tomato Soup

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a thick soup. Other thick soups are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name:	Cream of Tomato Soup		
Yield:	3 gallons (50 portions)	**Portion:**	8 ounces
Utensils:	2 stock pots, French knife, cutting board		

Ingredients	Quantity	Method
Tomato juice	1½ gal.	1. Pour tomato juice into stock pot.
Onions, chopped fine	1 oz.	2. Add onion and bay leaf to tomato juice.
Bay leaf	1	3. Heat to boiling point.
Margarine, melted	10 oz.	4. Combine remaining ingredients.
Flour	3 oz.	5. Make into very thin white sauce.
Salt	3 T.	6. Just before serving, gradually add tomato mixture to hot white sauce while stirring.
Pepper	1 tsp.	
Milk, hot	1½ gal.	

Note: Garnish with chopped parsley and 1 tsp. whipped cream for serving.

☐ 3. Evaluate the cream of tomato soup.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Clear Bright Sparkling				
Flavor	Well blended Subtle seasoning				
Temperature	Hot soup served in hot bowl				
Texture	Smooth; completely blended No sediment present, not curdled				
Color	Bright red-orange Glossy finish				

Total Points ____________________

641

Job Sheet 4

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________________

b. If the product was not servable, why? ______________________
____

c. Which of the following should be improved? ________________
____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____
____
____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 5—Prepare and Evaluate Vichyssoise

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This is an example of a cold soup. Other cold soups are prepared in a similar fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Vichyssoise		
Yield: 3 gallons (50 portions) **Portion:** 8 ounces		
Utensils: Stock pot, French knife, cutting board, food mill		
Ingredients	**Quantity**	**Method**
Potatoes, peeled, sliced thin	6 lb.	1. Combine potatoes, sachet bag, and chicken stock in stock pot.
Sachet bag:		2. Simmer, covered, until thoroughly cooked.
Onions, sliced thin	3 lb.	
Bay leaf	1	3. Remove sachet bag. Put potatoes through food mill and cool.
White peppercorns, crushed	1 tsp.	
Chicken stock	1½ gal.	4. Add very cold cream and season to taste with salt and pepper sauce.
Light cream, very cold	2 oz.	5. Sprinkle with chopped chives when serving.
Salt	To taste	
Hot pepper sauce	To taste	
Chives, chopped	½ c.	

☐ 3. Evaluate the vichyssoise.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	**Characteristics**	**Excellent** (5 pts.)	**Good** (4 pts.)	**Fair** (3 pts.)	**Poor** (2 pts.)
Appearance	Bright Sparkling				
Flavor	Well blended Subtle seasoning				
Temperature	Served cold in a chilled bowl				
Texture	Smooth, creamy No sediment present Not curdled				
Color	Creamy white contrasted with bright green chive garnish Glossy finish				

Total Points ____________________

Job Sheet 5

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________________

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 6—Prepare and Evaluate Minestrone Soup

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: This recipe must be started the day before serving to allow time for soaking the beans. (Minestrone soup is an example of an ethnic soup.)

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name: Minestrone Soup

Yield: 3 gallons (50 portions) **Portion:** 8 ounces

Utensils: Stock pot, food grinder, French knife, baker's scale, measuring utensils, china cap, sauce pot

Ingredients	Quantity	Method
Black-eyed peas	4 oz.	1. Wash black-eyed peas and red beans; soak overnight.
Red beans	4 oz.	2. Drain and rinse beans, place in sauce pot, cover with salted water, and simmer until tender.
Water	To cover	3. Drain through china cap.
Olive oil	1 c.	4. Place olive oil in stock pot and heat.
Celery, minced	1 lb. 8 oz.	5. Add minced onions, celery, green pepper, cabbage, and garlic; sauté.
Green pepper, minced	8 oz.	6. Add crushed tomatoes, beef stock, basil, and oregano. Simmer for approximately 1 hour or until vegetables are tender.
Cabbage, minced	6 oz.	7. Add black-eyed peas, red beans, chick peas, and continue to simmer for an additional half hour.
Garlic, minced	3 cloves	8. Remove from heat. Add chopped parsley, ground salt pork, and Parmesan cheese and blend thoroughly.
Tomatoes, crushed	1 qt.	9. Season with salt and pepper to taste.
Beef stock	2½ gal.	
Basil	1 tsp.	
Oregano	1 tsp.	
Chick-peas (garbanzos)	4 oz.	
Parsley, chopped	2 T.	
Salt pork, ground	5 oz.	
Parmesan cheese	⅓ c.	
Salt	To taste	
Pepper	To taste	

☐ 3. Evaluate the minestrone soup.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 6

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Clear Bright Sparkling				
Flavor	Well blended Subtle seasoning				
Temperature	Held and served hot				
Texture	Beans and vegetables thoroughly cooked, but not mushy				
Color	Reddish-brown broth Brightly colored vegetables				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 6

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Job Sheet 6
Stocks, Soups, and Sauces
Unit 10

Job Sheet 7—Prepare and Evaluate Espagnole Sauce

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name:	Espagnole Sauce (Brown Sauce)
Yield:	1 gallon
Utensils:	Stock pot, sauce pot, French knife, cutting board, china cap

Ingredients	Quantity	Method
Beef stock Onions, thinly sliced Salt Pepper Fat Flour	1 gal. 8 oz. 1½ tsp. ½ tsp. 1 lb. 10 oz.	1. Combine beef stock, onion, and seasonings in stock pot. 2. Simmer about 10 minutes. 3. Strain through china cap. 4. Heat fat in sauce pot, blend in flour, and cook until uniform brown in color. 5. Add hot stock while stirring. 6. Cook until thickened, stirring constantly.

☐ 3. Evaluate the espagnole sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Hot (over food)				
Texture	Smooth, velvety Free of lumps, not curdled				
Color	Bright Rich brown Complements food				

Total Points ____________________

Job Sheet 7

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 8—Prepare and Evaluate Béchamel Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name: Béchamel Sauce (Cream Sauce)

Yield: 2 quarts

Utensils: Stock pot, sauce pot, French knife, cutting board, china cap

Ingredients	Quantity	Method
Chicken stock	1½ qt.	1. Place chicken stock and sachet bag in stock pot and cook for 20 minutes.
Sachet bag:		2. Remove sachet bag.
Onions, sliced	2 oz.	3. Save liquid for preparation of sauce. There should be 1 qt. remaining.
Peppercorns	2 T.	4. Melt butter or margarine in sauce pot.
Carrots, chopped	3 oz.	5. Add flour and stir until smooth.
Bay leaf	1	6. Add reserved stock and hot milk gradually, stirring constantly.
Butter, or margarine	8 oz.	7. Add seasonings.
Flour	4 oz.	8. Cook and stir until smooth and thickened.
Milk, hot	1 qt.	
Salt	½ tsp.	
White pepper	½ tsp.	
Cayenne pepper	¼ tsp.	

☐ 3. Evaluate the béchamel sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Served hot with food				
Texture	Smooth, velvety Free of lumps, not curdled				
Color	Creamy white Uniform in color Complements food				

Total Points ____________________

Job Sheet 8

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 9—Prepare and Evaluate Tomato Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 9

Name: Tomato Sauce

Yield: 5 quarts

Utensils: Stock pot, sauté pan, French knife, cutting board, china cap

Ingredients	Quantity	Method
Garlic, chopped fine	1 clove	1. Sauté garlic in melted butter until garlic is lightly browned.
Butter or margarine, melted	12 oz.	2. Add onions and celery; sauté until soft.
Onions, chopped fine	1 lb.	3. Add flour to make roux, stir until well blended. Cook 5 min.
Celery, chopped fine	8 oz.	4. Add brown stock. Stir until slightly thickened and smooth.
Flour	6 oz.	5. Add peeled tomatoes, tomato puree, sachet bag, and seasonings.
Brown stock, hot	3 qt.	6. Simmer for 1½ hours.
Tomatoes, peeled	1 qt.	7. Remove sachet bag, strain, and adjust seasoning, if necessary.
Tomato puree	2 qt.	
Thyme	1 tsp.	
Salt	To taste	
Sachet bag:		
Bay leaves	2	
Cloves, whole	3	
Peppercorns, crushed	1 tsp.	

☐ 3. Evaluate the tomato sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 9

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Served hot with food				
Texture	Smooth Free of lumps				
Color	Bright red-orange Colorful Complements food				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 9

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

Stocks, Soups, and Sauces
Unit 10

Job Sheet 10—Prepare and Evaluate Basic Velouté Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 10

Name:	Basic Velouté Sauce
Yield:	One gallon
Utensils:	Sauce pot, wire whip, china cap

Ingredients	Quantity	Method
Butter or margarine Flour Chicken stock, hot	10 oz. 10 oz. 1 gal.	1. Melt butter in sauce pot. 2. Stir in flour to make a smooth roux. 3. Cook slowly for 5 to 6 minutes. Do not brown. 4. Slowly whip in chicken stock until sauce is thickened and smooth. 5. Continue to cook sauce for 30 minutes. 6. Strain sauce and reserve for intended usage.

☐ 3. Evaluate the basic velouté sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Appropriate for type of sauce				
Texture	Smooth, velvety texture Free of lumps, not curdled				
Color	Bright Light golden color Complements food				

Total Points ______________________

Job Sheet 10

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

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Stocks, Soups, and Sauces
Unit 10

Job Sheet 11—Prepare and Evaluate Hollandaise Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Sanitation and holding cautions observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 11

Name: Hollandaise Sauce

Yield: 1½ quarts

Utensils: Sauce pot, stainless steel bowl, wire whip

Ingredients	Quantity	Method
Egg yolks	12	1. Whip egg yolks and water together.
Water, cold	2 oz.	2. Place bowl over pot of boiling water (like a double boiler) making sure that bowl does not touch water. This prevents overcooking.
Clarified butter or margarine, warm	2½ lb.	3. While cooking, whip yolks lightly until soft peaks form, stirring down from edges and up from bottom of bowl.
Lemon juice	2 lemons	4. Remove from range.
Cayenne pepper	To taste	5. Slowly pour butter into eggs, whipping lightly to blend.
Salt	To taste	6. Add lemon juice, cayenne pepper and salt, if desired.
		7. Do not overheat.

Caution: Sterilize all equipment, such as wire whip, spoons, pots, and other materials by scalding before beginning. Serve all sauce within 1½ hours of preparation. Never hold sauce any longer.

☐ 3. Evaluate the hollandaise sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 11

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Served warm with food				
Texture	Smooth, velvety Free of lumps, not curdled				
Color	Bright light yellow Complements food				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 11

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 12—Prepare and Evaluate Cocktail Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 12

Name:	Cocktail Sauce
Yield:	One quart
Utensils:	Mixing bowl, mixing utensils

Ingredients	Quantity	Method
Chili sauce	1 pt.	1. Combine all ingredients.
Tomato ketchup	3 c.	2. Mix thoroughly.
Prepared horseradish	4 oz.	3. Chill.
Lemon juice	3 T.	
Salt	1 tsp.	
Worcestershire sauce	1 tsp.	
Hot pepper sauce	1 dash	

☐ 3. Evaluate the cocktail sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Served chilled				
Texture	Smooth, thoroughly mixed Free of lumps				
Color	Bright red Complements food				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

Job Sheet 12

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________

____

____

Stocks, Soups, and Sauces
Unit 10

Job Sheet 13—Prepare and Evaluate Lemon Sauce

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 13

Name: Lemon Sauce **Yield:** 2 quarts **Utensils:** Sauce pot, wire whip		
Ingredients	**Quantity**	**Method**
Sugar	2 lb.	1. Mix dry ingredients together.
Cornstarch	3 oz.	2. Whip in boiling water.
Salt	½ tsp.	3. Cook until clear, stirring constantly.
Water, boiling	2 qt.	4. Add lemon juice and butter or margarine.
Lemon juice	5 oz.	5. Whip until well blended.
Butter or margarine	2 T.	6. Serve warm or chill and serve cold.

Note: Serve hot or cold with steamed pudding, bread pudding, rice pudding, pound cake, angel food cake, etc.

☐ 3. Evaluate the lemon sauce.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Tart, zesty Complements food				
Temperature	Appropriate for type of food served Warm or cold				
Texture	Smooth, velvety Free of lumps, not curdled				
Color	Bright lemon yellow Complements food				

Total Points ____________________

Job Sheet 13

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______

b. If the product was not servable, why? ______

______

c. Which of the following should be improved? ______

______

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______

______

______

Stocks, Soups, and Sauces
Unit 10

Job Sheet 14—Prepare and Evaluate Pan Gravy

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 14

Name:	Pan Gravy
Yield:	One gallon
Utensils:	Sauce pan, wire whip

Ingredients	Quantity	Method
Meat drippings (type determined by type gravy desired) Flour Meat stock, warm (type determined by type gravy being prepared) Salt Pepper	8 oz. 8 oz. To taste To taste	1. Add flour to drippings and blend until smooth. 2. Cook until flour is cooked, brown only if type of gravy requires it. 3. Add stock gradually, stirring constantly. 4. Cook until smooth and thickened. 5. Season to taste.

Note: A variety of liquids, such as juice from vegetables, may be used in place of part of the stock to increase nutritional value.

☐ 3. Evaluate the pan gravy.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Glossy Pleasing to the eye Enhances food served				
Flavor	Natural flavor Subtle seasoning Complements food				
Temperature	Served warm with food				
Texture	Smooth, velvety Free of lumps				
Color	Bright Colorful Complements food				

Total Points ____________________

Job Sheet 14

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? _______________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Meat Identification
Unit 11

Objective Sheet

Unit Objective

After completing this unit, the student should be able to identify primal, wholesale, and basic retail cuts of meat. The student should demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to meat identification with their correct definitions.
2. Distinguish between meat inspection and grading stamps.
3. Identify primal cuts of beef.
4. Identify wholesale cuts of beef.
5. Identify basic retail cuts of beef.
6. List the four highest quality grades of beef in order.
7. Match other market forms of beef with their characteristics.
8. List portion weight specifications.
9. Identify wholesale cuts of pork.
10. Identify primal cuts of beef and their sources. (Assignment Sheet 1)
11. Identify wholesale and retail cuts of beef. (Assignment Sheet 2)
12. Complete a chart of retail cuts of beef and their identifying bones. (Assignment Sheet 3)
13. Identify wholesale and retail cuts of pork. (Assignment Sheet 4)

Meat Identification
Unit 11

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. These appear in the teacher guide only and are designed to be used with the following objectives:

   TM 1—Primal Cuts of Beef (Objective 3)
   TM 2—Wholesale Cuts of Beef (Objective 4)
   TM 3—Basic Retail Cuts of Beef (Objective 5)
   TM 4—Bones Which Identify the Basic Retail Cuts of Beef (Objective 5)
   TM 5—Wholesale Cuts of Pork (Objective 9)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss assignment sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile assignment sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for a resource person, butcher or meat purveyor to speak to the class on wholesale and retail cuts of beef. Encourage students to take notes and participate in a question and answer period following the presentation. Skill areas: **writing, listening,** and **oral communication**.
2. Provide students with information on veal and lamb such as their retail and wholesale cuts, uses, and methods of preparation.
3. Obtain *Institutional Meat Purchase Specifications* or *Meat Buyers Guide* from National Association of Meat Purveyors for use in the classroom and as purchasing aids. A meat purveyor should lend assistance.
4. Obtain charts for classroom use and handout materials for students regarding retail cuts of meat and recommended cooking methods. Skill area: **reading**.
5. Arrange a field trip to a local supermarket that has a large meat section. Have students list different retail cuts of beef and pork that are offered for sale and the wholesale cuts from which they were cut. Skill area: **writing**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. National Livestock and Meat Board. *Lessons on Meat*. Chicago.
3. National Livestock and Meat Board. *Meat Manual.* Chicago.

Suggested Supplemental Resource—*A Review of U.S. Food Grading and Inspection Programs*. Washington, DC: National Restaurant Association, 1989.

Available from:

National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036-3097

Meat Identification
Unit 11

Answers to Assignment Sheets

Assignment Sheet 1

1. Chuck, d
2. Loin, b
3. Round, a
4. Rib, c

Assignment Sheet 2

1. a. Chuck
   b. Rib
   c. Short loin
   d. Sirloin
   e. Brisket
   f. Short plate
   g. Flank
   h. Round

2. These are suggested answers. Answers may vary with the resource used.

   a. Standing rib roast, rolled rib roast, rib steak
   b. Ground beef, heel of round, hind shank, round steak, top round, bottom round, rolled rump, rump roast
   c. Sirloin steak, pin bone sirloin steak
   d. Beef brisket, corned beef, knuckle soup bone, cross cut fore shank
   e. Blade steak, blade pot roast, triangle pot roast, boneless chuck pot roast, shoulder fillet, English cut, arm pot roast, arm steak, rolled neck, boneless neck
   f. Porterhouse steak, T-bone steak, club steak
   g. Rolled flank, flank stew meat, cubed steak
   h. Plate boiling beef, rolled plate, short ribs

Assignment Sheet 3

1. a. Arm bone
   b. Arm cuts

2. a. Breast and rib bones
   b. Breast cuts

3. a. Back bone (T-bone)
   b. Loin cuts

Answers to Assignment Sheets

4. a. Flat bone
   b. Sirloin cuts

5. a. Leg or round bone
   b. Round cuts

6. a. Blade bone
   b. Blade cuts

7. a. Back and rib bone
   b. Rib cuts

Assignment Sheet 4

1. a. Boston butt
   b. Loin
   c. Jowl
   d. Picnic
   e. Spare ribs/side
   f. Ham

2. These are suggested answers. Answers may vary with the resource used.

   a. Half ham (butt end), half ham (shank end), ham butt slice, center ham slice, fresh ham roast, rolled fresh ham roast
   b. Sirloin pork roast, pork tenderloin, Canadian style bacon, loin chop, ribbed pork chop, Frenched rib chop, butterfly chop, loin roast, crown pork roast
   c. Spare ribs, bacon, salt pork
   d. Fat back, lard, blade pork steaks, smoked cottage roll, Boston style butt, rolled Boston style butt
   e. Fresh picnic shoulder, smoked picnic shoulder, cushion style picnic shoulder, rolled picnic shoulder, fresh shoulder hock, arm pork steak
   f. Bacon

Meat Identification
Unit 11

Answers to Written Test

1.
    - a. 4
    - b. 2
    - c. 1
    - d. 9
    - e. 7
    - f. 5
    - g. 6
    - h. 8
    - i. 3

2.
    - a. G
    - b. I
    - c. I
    - d. G
    - e. I
    - f. I
    - g. I

3.
    - a. Round
    - b. Loin
    - c. Rib
    - d. Chuck

4.
    - a. Chuck
    - b. Rib
    - c. Short loin
    - d. Sirloin
    - e. Shank
    - f. Brisket
    - g. Short plate
    - h. Flank
    - i. Round

5.
    - a. Blade cuts
    - b. Round cuts
    - c. Rib cuts
    - d. Loin cuts
    - e. Sirloin cuts
    - f. Arm cuts
    - g. Breast cuts

6.
    - a. Prime
    - b. Choice
    - c. Good
    - d. Standard

7.
    - a. 5
    - b. 1
    - c. 2
    - d. 3
    - e. 4

Answers to Written Test

8. a. Number of portions per pound (16 oz.)
   b. All portions weigh the same in ounces

9. a. Boston butt
   b. Loin
   c. Ham
   d. Side
   e. Picnic
   f. Jowl

Meat Identification
Unit 11

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_____a. Label placed on meat to designate that a product is wholesome and fit for human consumption

_____b. Intermixture of fat and lean in a cut of meat

_____c. Cut of meat sold to retail operations from which retail cuts are made

_____d. Natural tenderizing and flavoring of meat acquired by standing undisturbed for some time

_____e. One of four original cuts of meat from the forequarters and the hindquarters of beef from which wholesale cuts are made

_____f. Fat on the outside of meat

_____g. Label placed on meat to designate the quality of the product

_____h. Indicate the percentage of usable meat from highest to lowest yield

_____i. Common cut of meat found in supermarkets or meat markets

1. Wholesale cut
2. Marbling
3. Retail cut
4. Federal Inspection Stamp
5. Covering
6. Federal Grading Stamp
7. Primal cut
8. Yield grades
9. Aging

2. Distinguish between meat inspection and grading stamps by placing an "I" next to the statements describing meat inspection stamps and a "G" next to the statements describing grading stamps.

_____a. Determined by established standards

_____b. Certifies meat has met certain minimum criteria for wholesomeness

Written Test

______c. Must appear on all meat products offered in interstate commerce

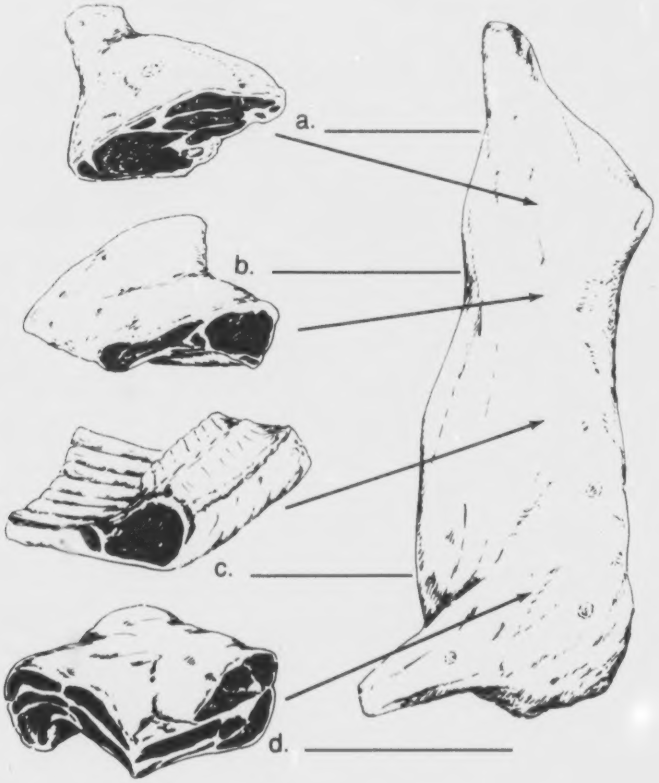
______d. Is in the shape of a shield

______e. The number on the stamp identifies the plant where the meat was processed

______f. Is round in shape

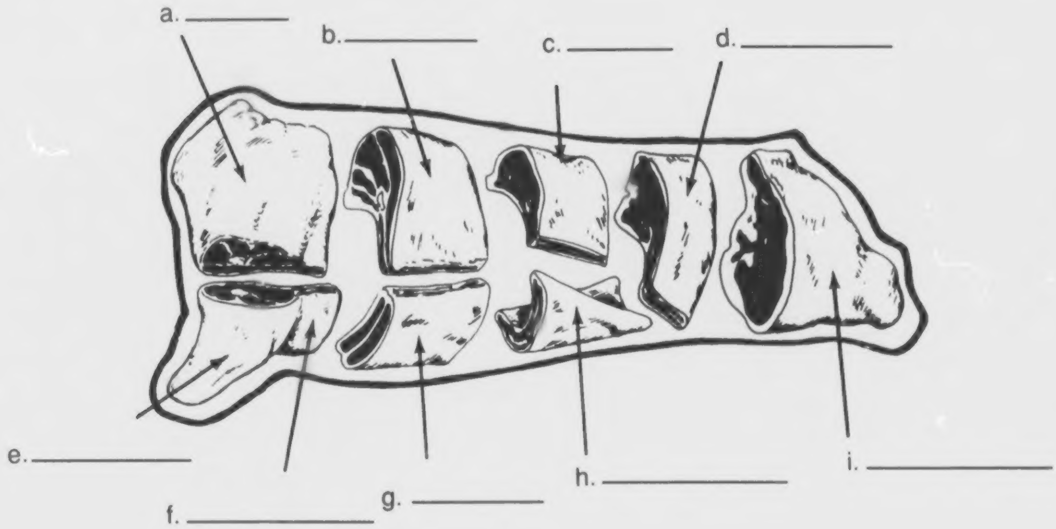
______g. The carcass has been examined and found to be disease free

3. Identify the primal cuts of beef.

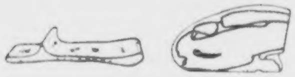


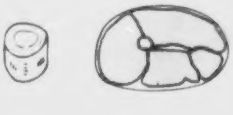
Written Test

4. Identify the wholesale cuts of beef.

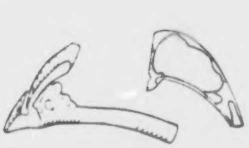


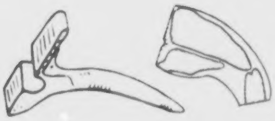
5. Identify the following basic retail cuts of beef.

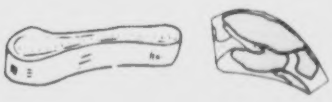




a. ____________________ b. ____________________

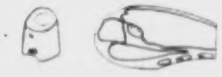




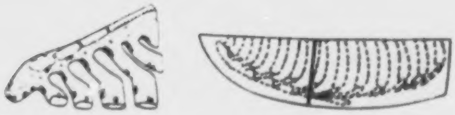


c. ____________________ d. ____________________ e. ____________________

Written Test



f. ____________________



g. ____________________

6. List the four highest quality grades of beef in order from highest to lowest.

   a. ____

   b. ____

   c. ____

   d. ____

7. Match other market forms of beef on the right with their characteristics.

   ______a. Bone has been removed; meat has been rolled; meat has been tied

   ______b. Made from primal cuts; shaped to specification; specified by weight and thickness

   ______c. Muscle has been trimmed; outer layer of fat has been removed; ready for cooking

   ______d. Cut to specific thickness; cut to specific weight; purchased per pound

   ______e. Meat does not break during cooking

   1. Fabricated meats
   2. Roast ready
   3. Preportioned meats
   4. Jet-net roasts
   5. Boned-rolled-tied roasts

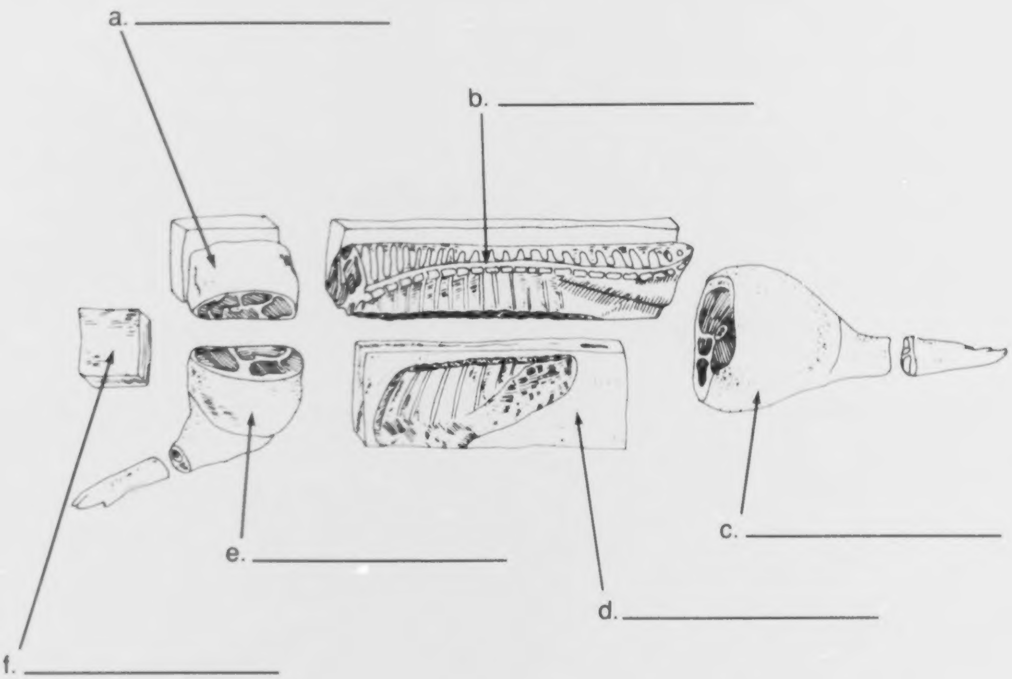
8. List two portion weight specifications.

   a. ____

   b. ____

Written Test

9. Identify the following wholesale cuts of pork.



*Permission to duplicate this test is granted.

Meat Identification
Unit 11

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Assignment Sheet 1—Identify Primal Cuts of Beef and Their Sources Rating _____

Comments: ____

____

Assignment Sheet 2—Identify Wholesale and Retail Cuts of Beef Rating _____

Comments: ____

____

Assignment Sheet 3—Complete a Chart of Retail Cuts of Beef and Their Identifying Bones Rating _____

Comments: ____

____

Assignment Sheet 4—Identify Wholesale and Retail Cuts of Pork Rating _____

Comments: ____

____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other ____

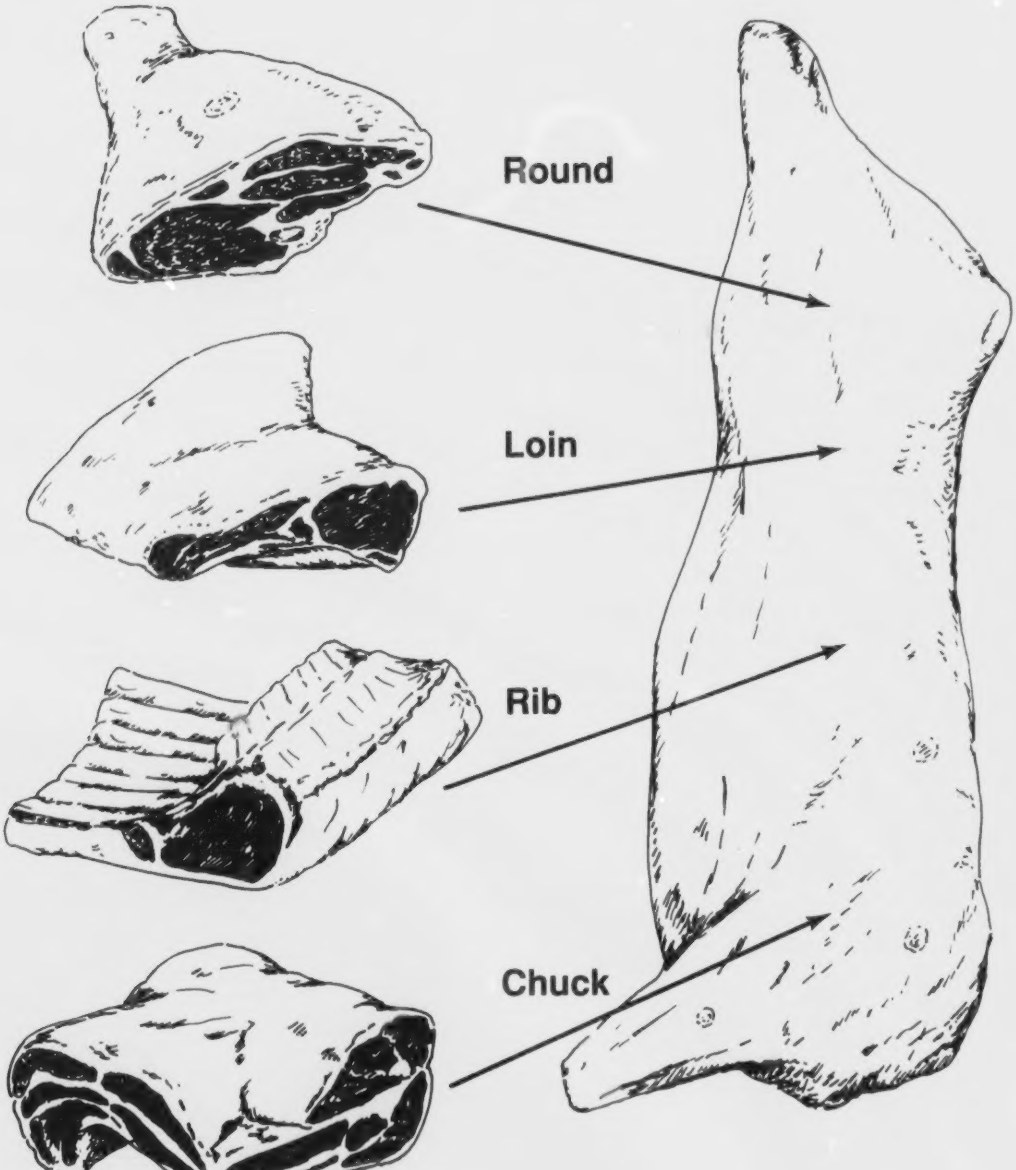
____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

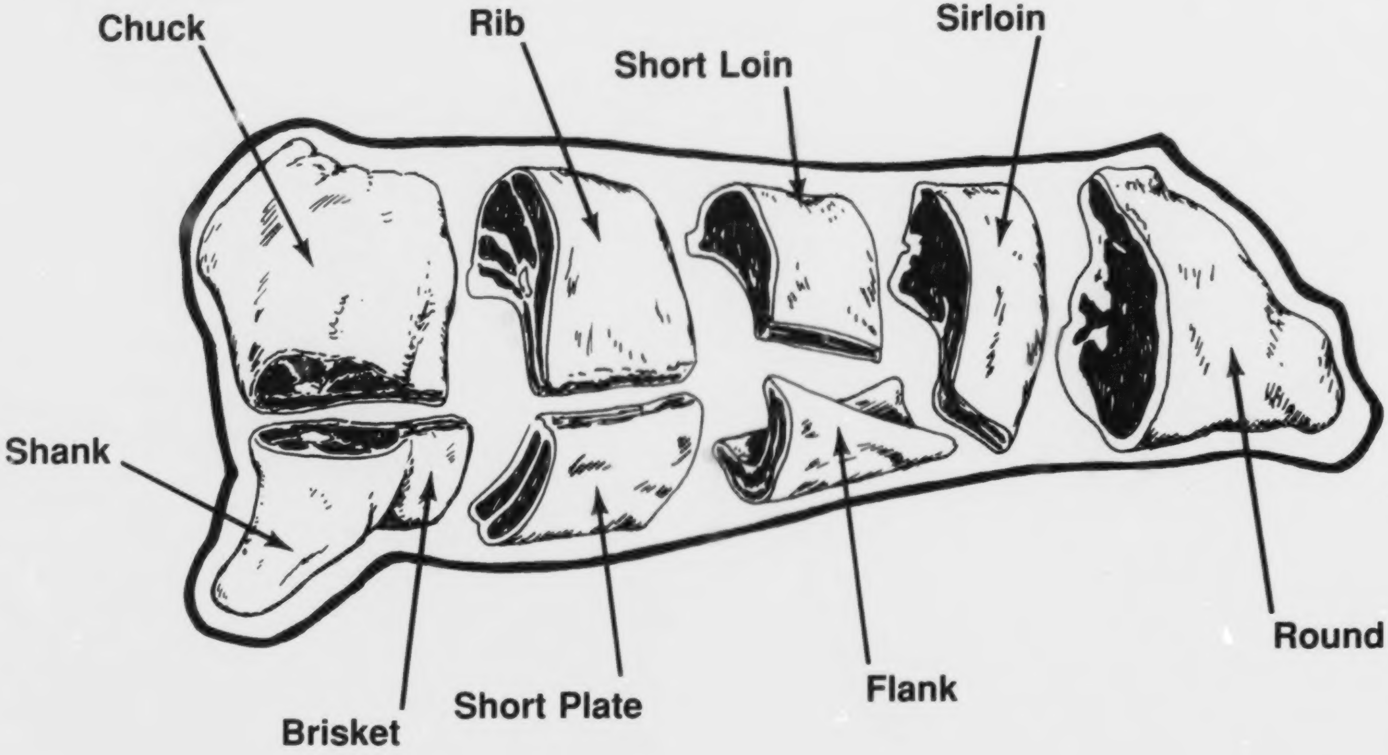
***Permission to duplicate this form is granted.**

Primal Cuts of Beef


Round
Loin
Rib
Chuck

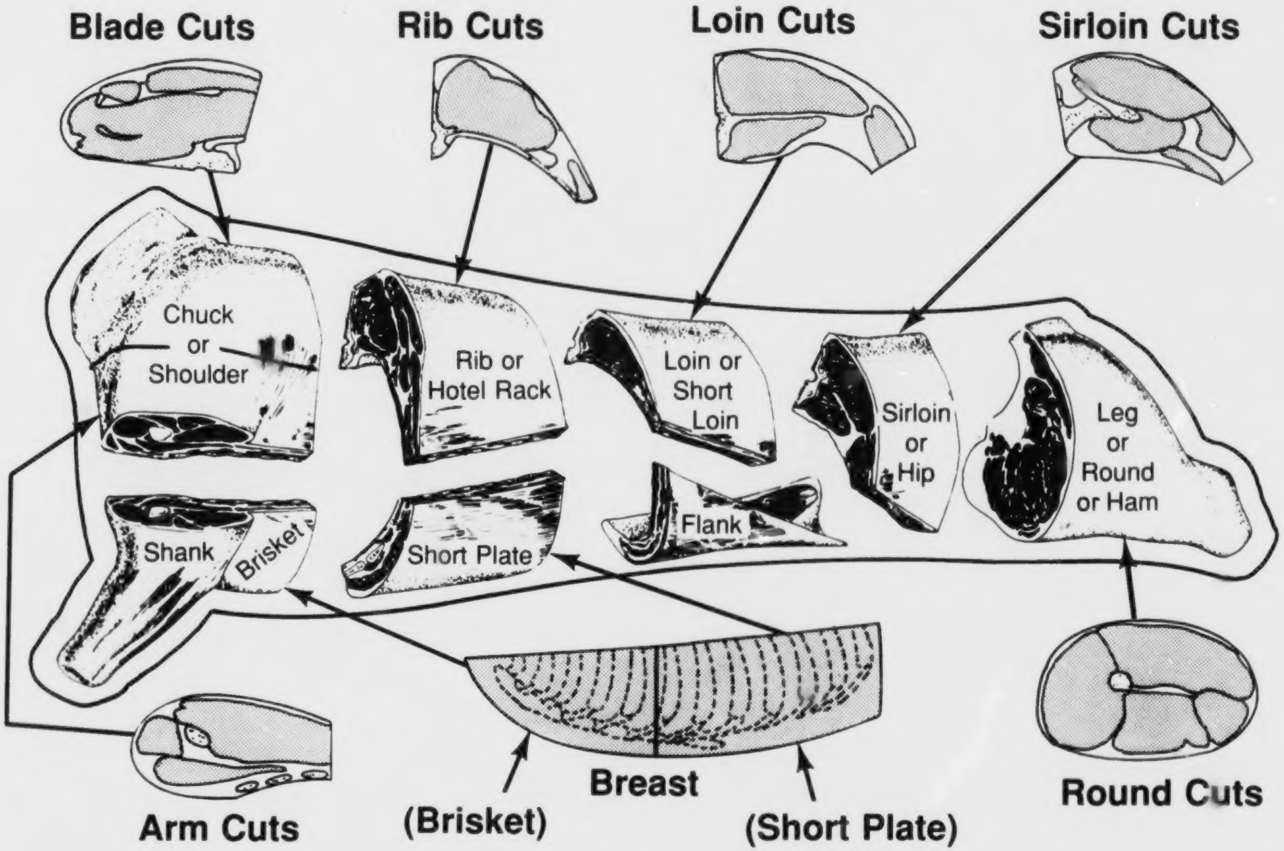
Note: These cuts of meat also apply to pork, veal, and lamb with slight variations.

Wholesale Cuts of Beef


Chuck
Rib
Short Loin
Sirloin
Shank
Round
Brisket
Short Plate
Flank

Note: These cuts of meat also apply to pork, veal, and lamb with slight variations.

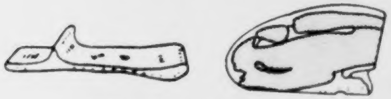
Basic Retail Cuts of Beef


Blade Cuts
Rib Cuts
Loin Cuts
Sirloin Cuts
Chuck or Shoulder
Rib or Hotel Rack
Loin or Short Loin
Sirloin or Hip
Leg or Round or Ham
Shank
Brisket
Short Plate
Flank
Arm Cuts
Breast
(Brisket)
(Short Plate)
Round Cuts

Note: These cuts of meat also apply to pork, veal, and lamb with slight variations.

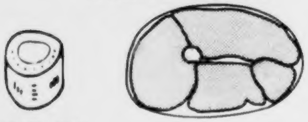
Bones Which Identify the Basic Retail Cuts of Beef

Blade Cuts



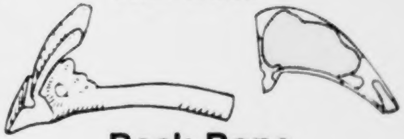
Blade Bone (Center)

Round Cuts



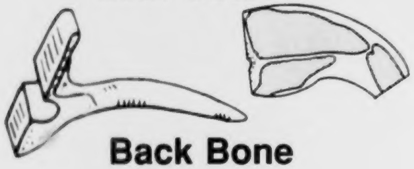
Leg or Round Bone

Rib Cuts



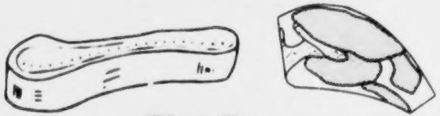
Back Bone and Rib Bone

Loin Cuts



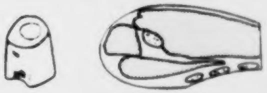
Back Bone (T-Bone)

Sirloin Cuts



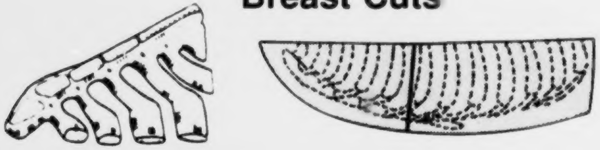
Flat Bone (Center)

Arm Cuts



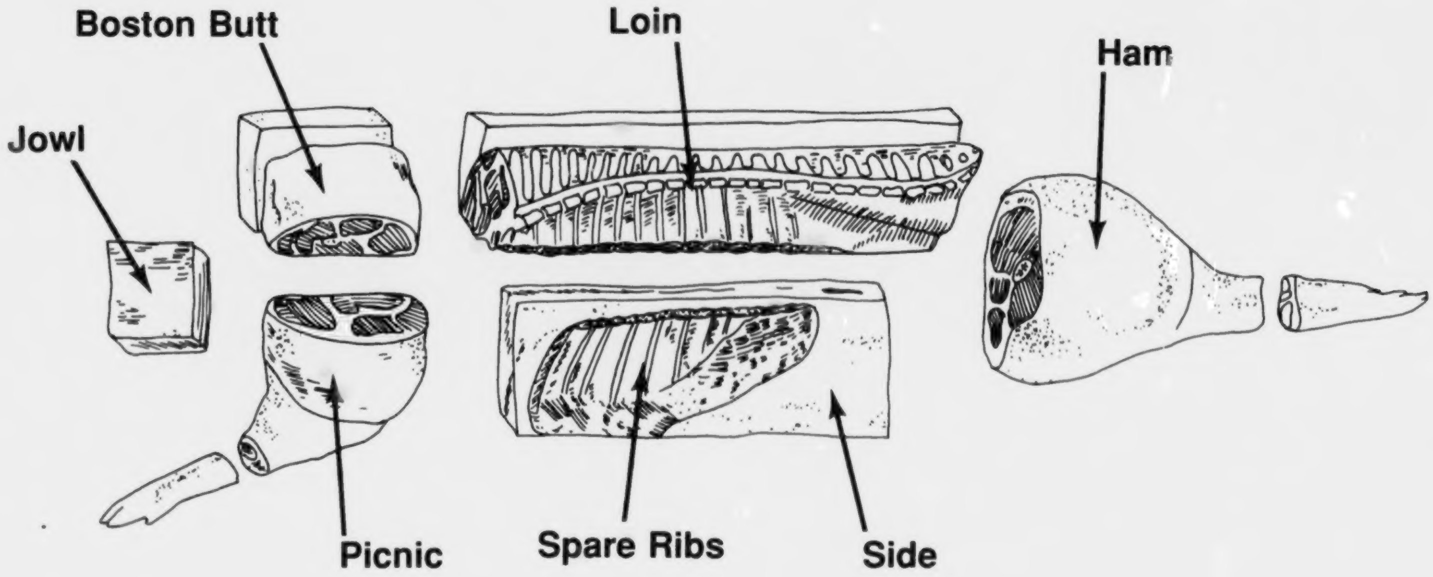
Arm Bone

Breast Cuts



Breast and Rib Bones

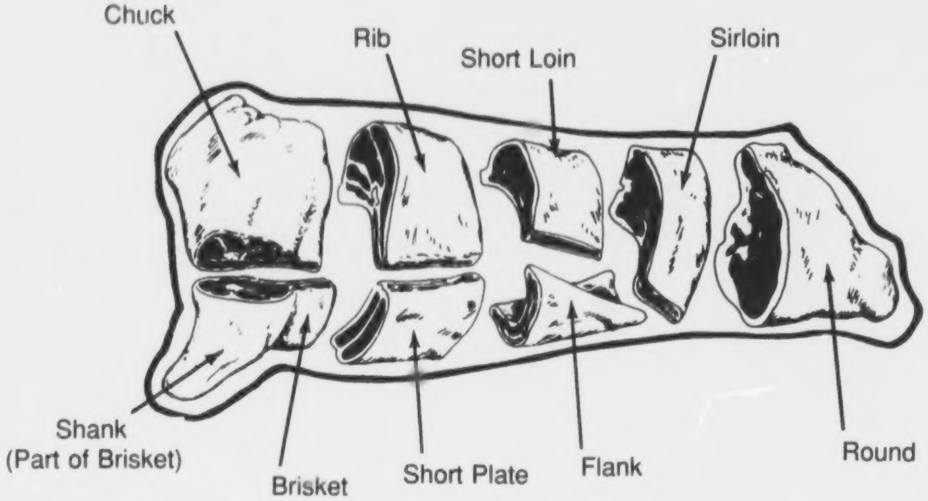
Wholesale Cuts of Pork


Boston Butt
Loin
Ham
Jowl
Picnic
Spare Ribs
Side

Information Sheet

4. Wholesale cuts of beef

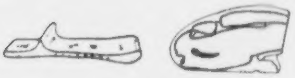
Note: These cuts also apply to pork, veal, and lamb with slight variations.


Chuck
Rib
Short Loin
Sirloin
Shank
(Part of Brisket)
Brisket
Short Plate
Flank
Round

5. Basic retail cuts of beef and the bones which identify them

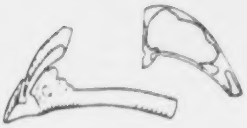
a. Blade cuts — Blade bone

Note: The shape of the bone may vary closer to the neck and ribs.



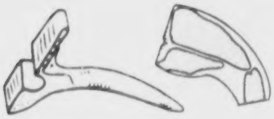
b. Rib cuts — Back bone and rib bone

Note: Cuts between ribs may not have a bone present.



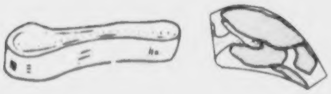
Information Sheet

c. Loin cuts — Back bone, T-bone

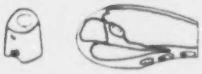


d. Sirloin cuts — Pin bone, flat bone, wedge bone

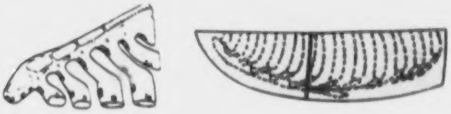
Note: The shape of the bone may vary near the short loin and round.



e. Arm cuts — Arm bone

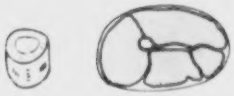


f. Breast cuts — Breast and rib bones



Information Sheet

g. Round cuts — Leg or round bone



6. Quality grades of beef

Note: The grades are listed from highest to lowest. Veal and lamb have similar grades ranging from *prime* to *cull*. Pork is often not graded because it is uniform in quality.

a. Prime

Note: This grade indicates meat is the best available.

b. Choice

Note: This is the most popular grade of beef.

c. Good

Note: This is the most economic grade of beef.

d. Standard

Note: This grade is not traditionally used for retail cuts. There are four other grades which are not used in retail operations: *commercial*, *utility*, *cutter*, and *canner*.

7. Other market forms of beef and their characteristics

a. Fabricated meats

- Made from primal cuts
- Shaped to specification

  Examples: Round, square, T-bone
- Specified by weight and thickness

Information Sheet

b. Proportioned meats

  - Cut to specific thickness
  - Cut to specific weight
  - Purchased per pound

c. Boned-rolled-tied roasts

  - Bone has been removed
  - Meat has been rolled
  - Meat has been tied

  Note: Butcher's string is used with knots tied 1″ to 2″ apart.

  Examples: Rib, chuck, and leg roasts

d. Roast ready

  - Muscle has been trimmed
  - Outer layer of fat has been trimmed
  - Roast is ready for cooking

e. Jet-net roasts

  - Meat is covered with net
  - Net takes shape of meat
  - Meat does not break during cooking

8. Portion weight specifications

Note: Hamburger patties are the most common meat purchased by portion weight specifications.

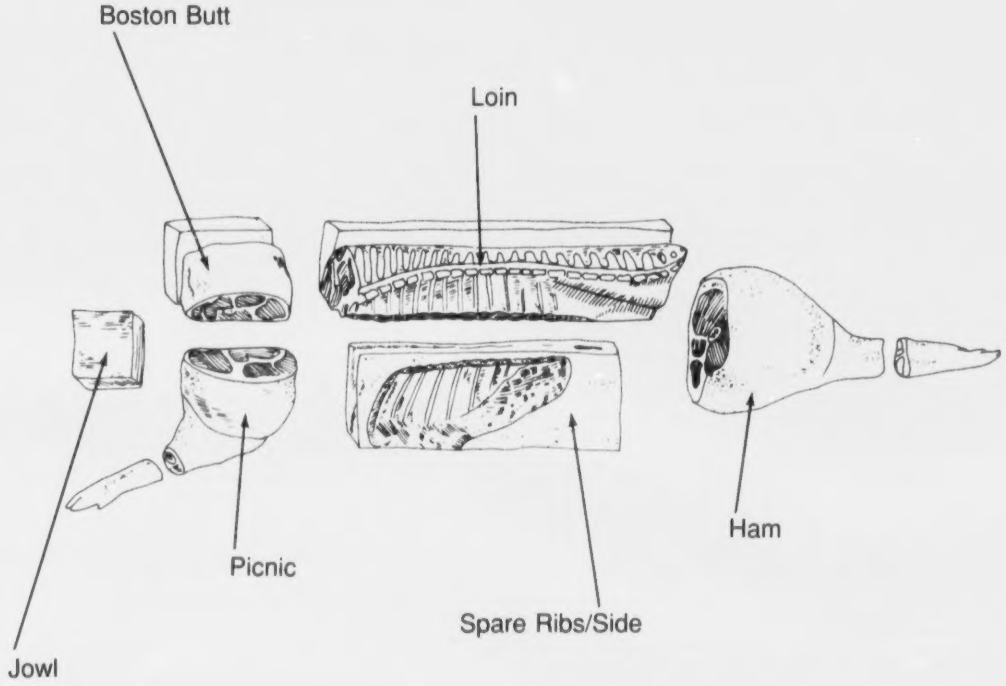
a. Number of portions per pound (16 oz.)

Information Sheet

b. All portions weight the same in ounces

Examples: Two per pound, 8 oz. each
Three per pound, 5 oz. each (approximately)
Four per pound, 4 oz. each
Five per pound, 3 oz. each (approximately)
Six per pound, 2.5 oz. each (approximately)
Eight per pound, 2 oz. each

9. Wholesale cuts of pork


Boston Butt
Loin
Ham
Picnic
Spare Ribs/Side
Jowl

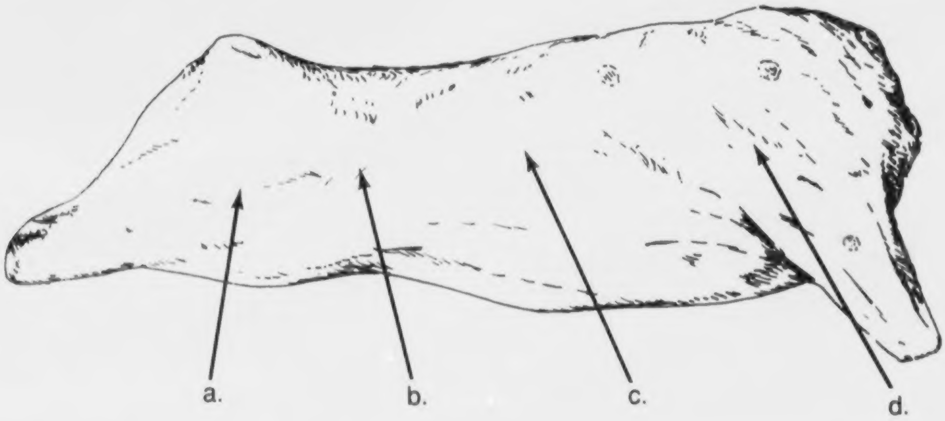
Meat Identification
Unit 11

Assignment Sheet 1—Identify Primal Cuts of Beef and Their Sources

Name ______________________________ Overall Rating __________

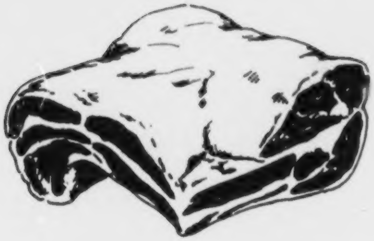
Evaluation criteria	**Rating**
Primal cut correctly identified	______
Source on carcass correctly indicated	______

Directions: Write the name of each primal cut in the blank by its illustration, then write the letter which represents the area of the carcass from which the primal cut comes. The above criteria will be used to evaluate your performance.

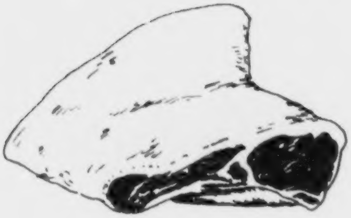


Assignment Sheet 1

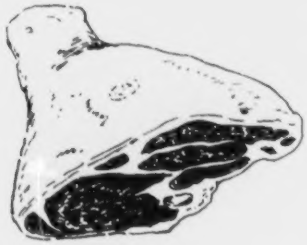
	Primal Cut	Source
1.	____________	____



2.	____________	____

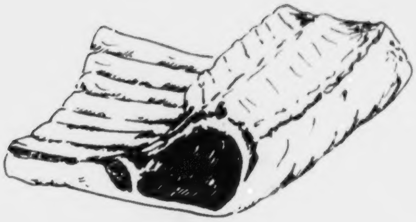


3.	____________	____



Assignment Sheet 1

	Primal Cut	Source
4.	____________________	_______



Meat Identification
Unit 11

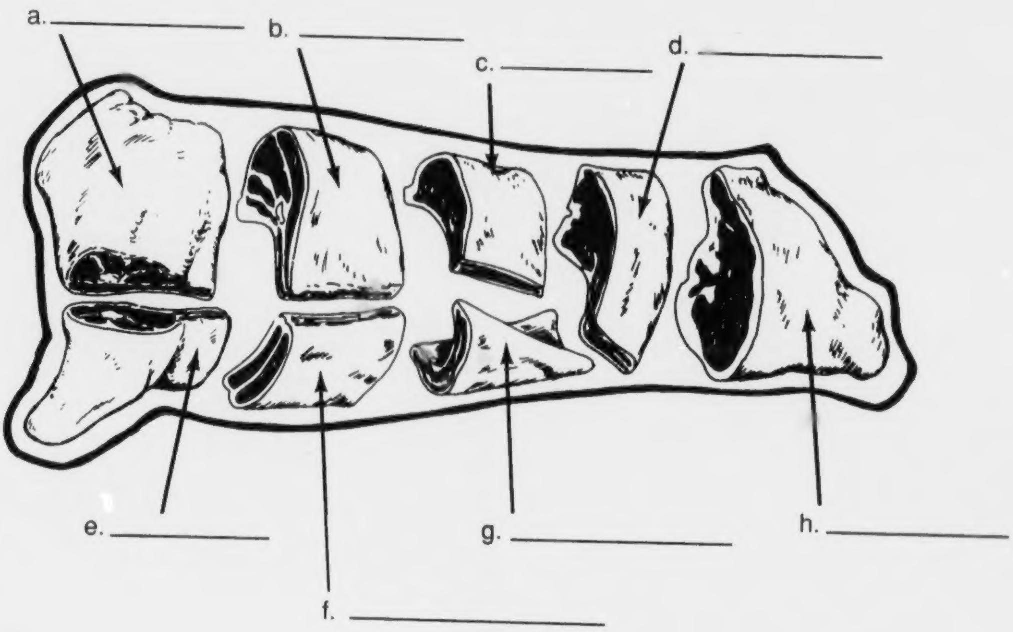
Assignment Sheet 2—Identify Wholesale and Retail Cuts of Beef

Name ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Wholesale cuts correctly identified	______
At least one retail cut listed for each wholesale cut	______
Retail cuts listed are correct	______

Directions: Complete the following exercises. The above criteria will be used to evaluate your performance.

1. Identify the following wholesale cuts of beef.



Assignment Sheet 2

2. Using a cookbook or other resource as a guide, list specific retail cuts that are obtained from each wholesale cut of beef.

Wholesale Cut	Retail Cut
a. Rib	
b. Round	
c. Sirloin	
d. Brisket	
e. Chuck	
f. Short loin	
g. Flank	
h. Short plate	

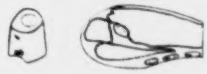
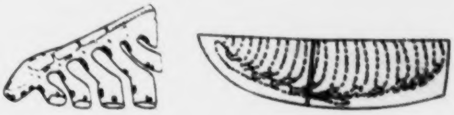
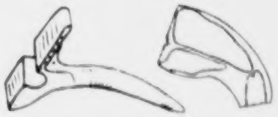
Meat Identification
Unit 11

Assignment Sheet 3—Complete a Chart of Retail Cuts of Beef and Their Identifying Bones

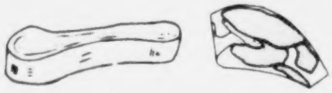
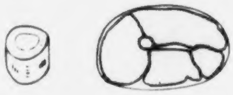
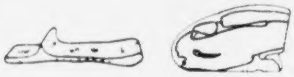
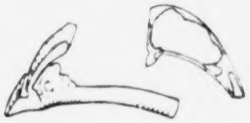
Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Bones correctly identified	______
Retail cuts correctly identified	______

Directions: Complete the following chart by writing in the type of bone and the retail cuts it identifies for each illustration. The above criteria will be used to evaluate your performance.

	Identifying Bone	Basic Retail Cuts
1. 	a. __________ __________	b. __________ __________
2. 	a. __________ __________	b. __________ __________
3. 	a. __________ __________	b. __________ __________

Assignment Sheet 3

	Identifying Bone	Basic Retail Cuts
4. 	a. ______________ ______________	b. ______________ ______________
5. 	a. ______________ ______________	b. ______________ ______________
6. 	a. ______________ ______________	b. ______________ ______________
7. 	a. ______________ ______________	b. ______________ ______________

Meat Identification
Unit 11

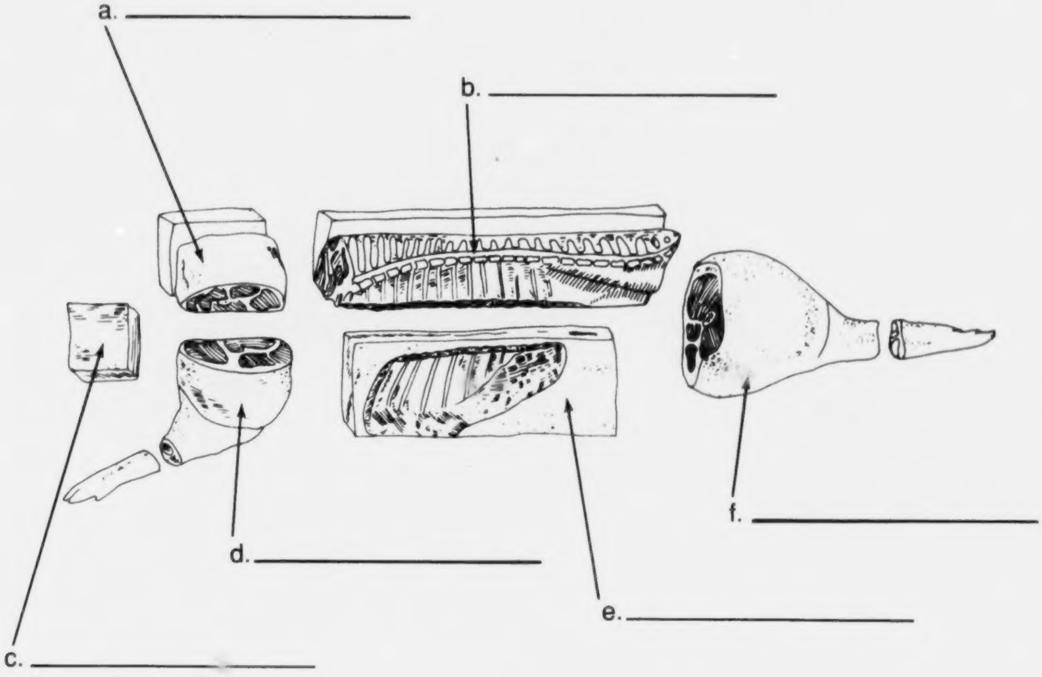
Assignment Sheet 4—Identify Wholesale and Retail Cuts of Pork

Name ______________________________ Overall Rating __________

Evaluation criteria	Rating
Wholesale cuts correctly identified	______
At least one retail cut listed for each wholesale cut	______
Retail cuts listed are correct	______

Directions: Complete the following exercises. The above criteria will be used to evaluate your performance.

1. Identify the following wholesale cuts of pork.



Assignment Sheet 4

2. Using a cookbook or other resource as a guide, list specific retail cuts that are obtained from each wholesale cut.

Wholesale Cut	Retail Cuts
a. Ham	________ ________
b. Loin	________ ________
c. Spare ribs/side	________ ________
d. Boston butt	________ ________
e. Picnic	________ ________
f. Jowl	________ ________

Meat Cookery
Unit 12

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare various meat dishes. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to meat cookery with their correct definitions.
2. Select correct storage practices for meat.
3. List reasons for avoiding shrinkage.
4. Match meat cooking methods with their correct definitions.
5. List factors which affect the cooking time of meat.
6. Match procedures for meat cookery with their methods.
7. Complete statements regarding checking for degree of doneness.
8. List common tenderizing methods.
9. Select types of variety meats.
10. Select true statements concerning factors affecting the cooking of beef.
11. Complete statements concerning factors affecting the cooking of pork.
12. Select true statements concerning factors affecting meat carving.
13. List carving techniques.
14. Prepare and compare broiled beef patties. (Job Sheet 1)
15. Prepare a beef roast. (Job Sheet 2)
16. Prepare Swiss steak. (Job Sheet 3)

Objective Sheet

17. Prepare beef stew. (Job Sheet 4)
18. Prepare spaghetti with meat sauce. (Job Sheet 5)
19. Prepare stuffed peppers. (Job Sheet 6)
20. Prepare chicken fried steak. (Job Sheet 7)
21. Prepare pork chops. (Job Sheet 8)

Meat Cookery
Unit 12

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.

5. Review instructions for evaluating student performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

9. Make copies of the written test.

10. Give written test.

11. Compile job sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Have students divide into teams and assign each team with developing a game to assist others in learning terminology presented in this unit. Then set aside time for students to participate in games. Skill areas: **creative thinking, teamwork, oral communication,** and **listening**.

2. Demonstrate different methods of preparing meat. Have students take notes and give them an opportunity to ask questions during demonstration. Skill areas: **writing, listening,** and **oral communication**.

3. Arrange for a broiler chef or other resource person to demonstrate methods of cooking meat (Objectives 4 and 6). Have students take notes and participate in a question and answer period following the presentation. Skill areas: **writing, listening,** and **oral communication**.

4. Ask resource person to speak to class about job opportunities in the meat preparation station. Skill areas: **listening, personal and career development**.

5. Show the effect of meat shrinkage and how it relates to money loss. Give students different amounts and prices for meat; have students calculate loss due to shrinkage of 10%, 25%, and 40% using these figures. Skill areas: **math** and **problem solving**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. *Meat Manual*. Chicago: National Livestock and Meat Board.

3. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Meat Cookery
Unit 12

Answers to Written Test

1. a. 7
   b. 3
   c. 21
   d. 14
   e. 1
   f. 11
   g. 16
   h. 8
   i. 19
   j. 23
   k. 2
   l. 18
   m. 10
   n. 5
   o. 22
   p. 13
   q. 4
   r. 15
   s. 20
   t. 6
   u. 17
   v. 9
   w. 12

2. a, d, e, g, h, k, l

3. a. Loss of moisture causes meat to become tough.
   b. Loss of weight makes larger portions necessary.
   c. Cost increases.

4. a. 5
   b. 13
   c. 12
   d. 9
   e. 1
   f. 8
   g. 15
   h. 11
   i. 2
   j. 3
   k. 16
   l. 7
   m. 14
   n. 6
   o. 10
   p. 4

5. Any five of the following:

   a. Cooking temperature
   b. Size and shape of cut
   c. Style of cut
   d. Grade of meat
   e. Amount of aging
   f. Degree of doneness desired
   g. Cooking method

6. a. 7
   b. 4
   c. 3
   d. 8
   e. 6
   f. 9
   g. 5
   h. 2
   i. 1

7. a. Color
   b. Roasts
   c. 160°F
   d. Bright pink
   e. 175°F

8. a. Mallet
   b. Electric meat tenderizer
   c. Marinade
   d. Commercial powder

Answers to Written Test

9. a, b, c, e, f, h

10. a, c, d, e

11. a. Internal
    b. Drying
    c. Most
    d. Many
    e. Cooking

12. a, c, e

13. Any five of the following:

    a. Let meat stand for approximately 20 minutes before carving.
    b. Remove all strings or skewers.
    c. Select proper cutlery for the cut of meat being carved.
    d. Anchor the meat firmly.
    e. Slice across the grain.
    f. Carve uniform slices.

Meat Cookery
Unit 12

Written Test

Name ______________________________ Score ______________

1. Match terms related to meat cookery with their correct definitions.

______a. To condition a cooking surface; also, to add spices or herbs

______b. To spoon liquid over food as it cooks; the liquid may be drippings of the food

______c. To reduce food to particles by cutting or crushing

______d. To sprinkle or coat with flour or other fine substance

______e. The fat or juice which comes out of meat during the cooking process

______f. To beat meat with a mallet to break the connective tissue and make the meat more tender

______g. To seal the surface of meat by heating to high temperature for a short time

______h. To make food become brown by roasting, baking, frying, or broiling

______i. To pour off fat, liquid, or drippings from a food

______j. To cook in deep fat

______k. A piece of fish or meat from which the bone has been removed

______l. To roll in bread or cracker crumbs prior to cooking

1. Drippings
2. Fillet
3. Baste
4. Cube
5. Shrinkage
6. Barbecue
7. Season
8. Brown
9. Tender
10. Marinade
11. Pound
12. Dissolve
13. Dilute
14. Dredge
15. Melt
16. Sear
17. Flake
18. Bread

Written Test

______m. Solution in which meat is soaked to enrich flavor and tenderize

______n. Loss of weight due to cooking

______o. Cereal or starch product added to meat to extend flavor, texture, or quantity

______p. To lessen the strength, thickness, or flavor of a mixture, usually done by adding water

______q. To cut into pieces of uniform size

______r. To liquify by heat

______s. To soak in marinade

______t. To baste meat from time to time with a highly seasoned sauce as it cooks by direct heat over coals, in an oven, or under a broiler

______u. To break into small bits by using a fork, being careful not to mash the pieces

______v. Easily cut or soft enough so that a fork can be stuck into it easily

______w. To combine or mix a solid ingredient with a liquid until a solution is formed

19. Drain
20. Marinate
21. Grind
22. Extender
23. Deep fat fry

2. Select correct storage practices for meat by placing an "X" in each appropriate blank.

______a. Check that frozen meat is completely frozen when delivered.

______b. Refrigerate fresh meat at 40° to 50° Fahrenheit.

______c. Processed meats do not require refrigeration.

______d. On premises freezing of meat is not recommended due to the need for specialized equipment.

______e. Protect fresh meat from freezing.

______f. Wrap meat loosely to allow drying.

Written Test

______g. Use meats as soon after purchase as possible.

______h. Cook meat as soon as possible after thawing.

______i. Thaw frozen meat on the counter top when necessary.

______j. Long freezing of cured meats is recommended.

______k. Cover meat before refrigerating to prevent drying and contamination.

______l. Do not refreeze meat once it has been thawed.

3. List three reasons for avoiding shrinkage.

a. ______________________________

b. ______________________________

c. ______________________________

4. Match meat cooking methods with their correct definitions.

______a. To cook in a small amount of fat

______b. To cook by dry heat, usually in an oven

______c. To cook in a hot liquid using care to retain shape

______d. To cook by stewing; usually applied to fowl, rabbit, or veal cut into pieces

______e. To boil until partially cooked

______f. To cook on hot frying pan or grill, pouring off fat as it accumulates

______g. To cook in steam with or without pressure

______h. To heat to a temperature just below the boiling point

1. Parboil
2. Simmer
3. Sauté
4. Boil
5. Pan fry
6. Braise
7. Grill
8. Pan broil
9. Fricassee
10. Stew
11. Scald
12. Poach

Written Test

______i. To cook in a liquid at a temperature just below boiling (about 185°F); bubbles form slowly and break below the surface

______j. To brown quickly in a small amount of fat, turning often

______k. To cook in fat on a surface burner

______l. To cook by direct heat

______m. To cook by exposure to direct heat on a grill or live coals

______n. To cook slowly in a covered utensil in a small amount of liquid or in steam

______o. To simmer in small amount of liquid of thick consistency

______p. To cook in water or other liquid that has been heated until bubbles rise continuously and break on the surface

13. Roast
14. Broil
15. Steam
16. Fry

5. List five factors which affect the cooking time of meat.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

6. Match procedures for meat cookery with their methods.

______a. Rub the pan with a small amount of fat; turn the meat as often as necessary; pour off fat as it accumulates.

______b. Cook meat quickly in a small amount of fat; do not cover while cooking.

1. Stewing
2. Grilling
3. Roasting
4. Sautéing

Written Test

______c. Cook uncovered unless the recipe specifies otherwise; maintain a low cooking temperature; cook fat side up.

______d. Prebrown meat; place in a steamer; use care not to overcook the meat.

______e. Brown meat on all sides in a small amount of fat; add a small amount of water to the pan of meat; cook at a low temperature.

______f. Cook the meat on one side until half done; turn only once to finish cooking.

______g. Bring water to a boil; add meat; cover meat; cook slowly, maintaining temperature just below the boiling point.

______h. Rub the cooking surface with a small amount of fat; turn the meat only once when half done; remove fat as it accumulates.

______i. Follow the same process used for simmering, but with less water; add vegetables if specified in the recipe.

5. Simmering
6. Braising
7. Pan broiling
8. Steaming
9. Broiling

7. Circle the word(s) which best complete the following statements regarding checking for degree of doneness.

   a. Observe the (color, temperature) to determine the doneness of steaks.

   b. Check for doneness in (roasts, steaks) with a meat thermometer.

   c. A medium roast has an internal temperature of (175°F, 140°F, 160°F).

   d. A rare steak has a (brownish pink, bright pink) color.

   e. A roast is well done if it is (light brown, 175°F).

Written Test

8. List four common tenderizing methods.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

9. Select types of variety meats by placing an "X" in each appropriate blank.

______a. Liver

______b. Heart

______c. Brains

______d. Lungs

______e. Kidneys

______f. Tongue

______g. Stomach

______h. Sweetbreads

10. Select true statements concerning factors affecting the cooking of beef by placing an "X" in each appropriate blank.

______a. Low temperature should be used in cooking for best yield results.

______b. Moist heat methods are used on tender cuts; dry heat methods on less tender cuts.

______c. Frozen meat may be cooked without thawing; it requires from 1.3 to 1.4 times more cooking time than fresh meat.

______d. Choose the method of cooking which will make meat more tender, palatable, digestible, and attractive.

______e. Internal temperature of meat is most important in determining the degree of doneness.

______f. A thermometer is an ineffective method of testing for cooking completeness.

Written Test

11. Circle the word(s) which best complete the following statements concerning factors affecting the cooking of pork.

    a. An (external, internal) temperature of at least 150° Fahrenheit is necessary for destruction of trichinae.

    b. A 165°F to 170°F thermometer reading will ensure safety and prevent excessive (drying, moistness) of the product.

    c. (Some, Most) regular meat cooking methods can be utilized for pork.

    d. (All, Many) pork products are sold in processed forms: cured, smoked, or sausage.

    e. The degree of processing determines the amount of additional (cooking, temperature) needed.

12. Select true statements concerning factors affecting meat carving by placing an "X" in each appropriate blank.

    ______a. Choose a cut which can be carved easily.

    ______b. Determine the age of people to be served for portioning.

    ______c. Consider the area where the carving will be done.

    ______d. Avoid cooking meat at too low a temperature or too short a time because this will make meat dry and stringy.

    ______e. Know the bone and muscle structure of the meat to be carved.

13. List five carving techniques.

    a. ____

    b. ____

    c. ____

    d. ____

    e. ____

***Permission to duplicate this test is granted.**

Meat Cookery
Unit 12

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Prepare and Compare Broiled Beef Patties Rating _____

Comments: ____

____

Job Sheet 2—Prepare a Beef Roast Rating _____

Comments: ____

____

Job Sheet 3—Prepare Swiss Steak Rating _____

Comments: ____

____

Job Sheet 4—Prepare Beef Stew Rating _____

Comments: ____

____

Job Sheet 5—Prepare Spaghetti with Meat Sauce Rating _____

Comments: ____

____

Job Sheet 6—Prepare Stuffed Peppers Rating _____

Comments: ____

____

Job Sheet 7—Prepare Chicken Fried Steak Rating _____

Comments: ____

____

Job Sheet 8—Prepare Pork Chops Rating _____

Comments: ____

____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

***Permission to duplicate this form is granted.**

Meat Cookery
Unit 12

Information Sheet

1. **Terms and definitions related to meat cookery**

   a. **Barbecue** — To baste meat from time to time with a highly seasoned sauce as it cooks by direct heat over coals, in an oven, or under a broiler

   b. **Baste** — To spoon liquid over food as it cooks; the liquid may be drippings of the food

   c. **Bread** — To roll in bread or cracker crumbs prior to cooking

   d. **Brown** — To make food become brown by roasting, baking, frying, or broiling

   e. **Cube** — To cut into pieces of uniform size

   Example: Meat cut into 1- to 2-inch cubes

   f. **Deep fat fry** — To cook in deep fat

   g. **Dilute** — To lessen the strength, thickness, of flavor of a mixture, usually done by adding water

   h. **Dissolve** — To combine or mix a solid ingredient with a liquid until a solution is formed

   i. **Drain** — To pour off fat, liquid, or drippings from a food

   j. **Dredge** — To sprinkle or coat with flour or other fine substance

   k. **Drippings** — The fat or juice which comes out of meat during the cooking process

   l. **Extender** — Cereal or starch product added to meat to extend flavor, texture, or quantity

   m. **Fillet** — A piece of fish or meat from which the bone has been removed

   n. **Flake** — To break into small bits by using a fork, being careful not to mash the pieces

   o. **Grind** — To reduce food to particles by cutting or crushing

   p. **Marinade** — Solution in which meat is soaked to enrich flavor and tenderize

Information Sheet

q. **Marinate** — To soak in marinade

r. **Melt** — To liquify by heat

s. **Pound** — To beat meat with a mallet to break the connective tissue and make the meat more tender

t. **Sear** — To seal the surface of meat by heating to high temperature for a short time

Note: Searing helps prevent the meat from drying out during cooking.

u. **Season** — To condition a cooking surface; also, to add spices or herbs

v. **Shrinkage** — Loss of weight due to cooking

w. **Tender** — Easily cut or soft enough so that a fork can be stuck into it easily

2. Storage practices for meat

a. Fresh meat

- Refrigerate fresh meat at 35° to 40° Fahrenheit.

  Note: Store on the bottom shelf, if possible.

- Cover meat before refrigerating to prevent drying and contamination.
- Use meats as soon after purchase as possible.
- Protect fresh meat from freezing.

b. Frozen meat

- Check that frozen meat is completely frozen when delivered.
- Wrap meat well to exclude air and prevent drying.
- On premises freezing of meat is not recommended due to the need for specialized equipment.
- Thaw frozen meat under refrigeration when necessary.

  Example: Meat must be thawed before breading.

  Note: It is not necessary to thaw most meats before cooking.

- Cook meat as soon as possible after thawing.
- Do not refreeze meat once it has been thawed.

Information Sheet

c. Processed meats

Note: This includes cured, ready-to-serve, and some canned meats.

- Store processed meats under refrigeration.
- Long freezing of cured meats is not recommended.

3. Reasons for avoiding shrinkage

- Loss of moisture causes meat to become tough.
- Loss of weight makes larger portions necessary.
- Cost increases.
  - — Per ounce of meat
  - — Per portion

Note: The average shrinkage of beef is a loss of 25% of the original weight.

Example:

Effects of Shrinkage
(100 lbs. of beef—total cost $150)

Percent of Shrinkage	Net Loss	Cost Per Pound	Cost of Cooking Per Pound	Total Cost Per 4 oz. Portion
0% (A.P. before cooking)	0	$1.50	0	$.375
25% (Average and acceptable)	25 lb.	$2.00	$.50	$.625
40% (Higher temp./longer cooking)	40 lb.	$2.50	$1.00	$.875

4. Meat cooking methods

a. **Boil** — To cook in water or other liquid that has been heated until bubbles rise continuously and break on the surface

b. **Braise** — To cook slowly in a covered utensil in a small amount of liquid or in steam

Note: The meat may or may not be browned in a small amount of fat before braising.

c. **Broil** — To cook by exposure to direct heat on a grill or live coals

Information Sheet

d. **Fricassee** — To cook by stewing; usually applied to fowl, rabbit, or veal cut into pieces

e. **Fry** — To cook in fat on a surface burner

f. **Grill** — To cook by direct heat

g. **Pan broil** — To cook on hot frying pan or grill, pouring off fat as it accumulates

h. **Pan fry** — To cook in a small amount of fat

i. **Parboil** — To boil until partially cooked

j. **Poach** — To gently cook in a hot liquid using care to retain shape

k. **Roast** — To cook by dry heat, usually in an oven

l. **Sauté** — To brown quickly in a small amount of fat, turning often

m. **Scald** — To heat to a temperature just below the boiling point

n. **Simmer** — To cook in a liquid at a temperature just below boiling (about 185°F); bubbles form slowly and break below the surface

o. **Steam** — To cook in steam with or without pressure

p. **Stew** — To simmer in small amount of liquid of thick consistency

5. **Factors affecting cooking time of meat**

a. Cooking temperature

Note: Ovens should be checked for temperature accuracy frequently.

b. Size and shape of cut

c. Style of cut

d. Grade of meat

e. Amount of aging

f. Degree of doneness desired

Note: Check degree of doneness with an internal meat thermometer.

g. Cooking method

Information Sheet

6. Procedures for meat cookery methods

a. Roasting

- Cook uncovered unless the recipe specifies otherwise.
- Maintain a low cooking temperature.
- Cook fat side up.

  Note: This self-bastes the meat and helps to prevent drying.

  Examples: Rib, short loin, sirloin

b. Broiling

- Cook the meat on one side until half done.
- Turn only once to finish cooking.

  Examples: Ribs, short loin, sirloin, kidneys, sweetbreads

c. Pan broiling

- Rub the pan with a small amount of fat.
- Turn the meat as often as necessary.
- Pour off fat as it accumulates.

  Examples: Rib, short loin, sirloin

d. Grilling

- Rub the grill surface with a small amount of fat.
- Turn the meat only once when half done.
- Remove fat as it accumulates.

  Examples: Rib, short loin, sirloin

Information Sheet

e. Sautéing

- Cook meat quickly in a small amount of fat.
- Do not cover while cooking.

Examples: Rib, short loin, sirloin, brains

f. Steaming

- Prebrown meat.
  - — Preheat the oven to 375° Fahrenheit.
  - — Brown all sides evenly.
  - — Do no sear the meat.
- Place browned meat in a steamer.
- Use care not to overcook the meat.

Examples: Arm cuts, chuck, round, breast

g. Braising

- Brown meat on all sides in a small amount of fat.
- Add a small amount of water to the pan of meat.
- Cook at a low temperature (300°F).

Examples: Arm cuts, chuck, round, breast, liver

h. Simmering

- Bring water to a boil.
- Add meat.
- Cover meat.
- Cook slowly, maintaining temperature just below the boiling point.

Examples: Arm cuts, chuck, round, breast, heart, tongue

Information Sheet

i. Stewing

- Follow the same process used for simmering, but with less water.

  Note: The liquid in a stew should be thick.

- Add vegetables if specified in the recipe.

  Examples: Arm cuts, chuck, round, breast

7. Checking for degree of doneness

a. Steaks—Observe the color to determine doneness.

- Rare—Bright pink
- Medium—Brownish pink
- Well-done—Light brown

b. Roasts

- Use oven temperature of 275° to 300° Fahrenheit.
- Check for doneness with a meat thermometer.
  - Rare—140°F internal temperature
  - Medium—160°F internal temperature
  - Well-done—175°F internal temperature

8. Common tenderizing methods

Note: Tenderizing is accomplished by breaking down the tissues, either mechanically or with enzymes.

a. Mallet

b. Electric meat tenderizer

c. Marinade

d. Commercial powder

Information Sheet

9. **Types of variety meats**

   a. Liver

   b. Brains

   c. Heart

   d. Kidneys

   e. Sweetbreads

   f. Tongue

10. **Factors affecting the cooking of beef**

    a. Choose the method of cooking which will make meat more tender, palatable, digestible, and attractive.

    b. Internal temperature of meat is most important in determining the degree of doneness.

       Note: A thermometer is the only effective method of testing for cooking completeness. Finger and thumb tests should only be used by cooks with long experience in testing the firmness.

    c. Low temperature should be used in cooking for best yield results.

    d. Dry heat methods are used on tender cuts; moist heat methods on less tender cuts.

    e. Original quality of the meat, aging, and the location and size of cut influence cooking methods and time and temperature requirements.

       Note: Higher quality meats tend to withstand cooking better than lower quality meats.

    f. Frozen meat may be cooked without thawing; it requires from 1.3 to 1.4 times more cooking time than fresh meat.

    g. Frozen, previously prepared beef may be reconstituted by microwave oven, conventional or convection oven, by reconstituting oven with alternating infrared cycles or by boiling in polyethylene pouches.

Information Sheet

11. Factors affecting the cooking of pork

a. An internal temperature of at least 150° Fahrenheit is necessary for destruction of trichinae.

Note: 185°F was previously recommended for cooking fresh pork products.

b. A 165°F to 170°F thermometer reading will ensure safety and prevent excessive drying of the product.

c. Most regular meat cooking methods can be utilized for pork.

d. Many pork products are sold in processed forms: cured, smoked, or sausage; the degree of processing determines the amount of additional cooking needed.

12. Factors affecting meat carving

a. Choose a cut which can be carved easily.

b. Determine the number of people to be served for portioning.

c. Consider the area where the carving will be done.

- In the kitchen
- On a table or buffet line

d. Avoid cooking meat at too high a temperature or too long a time because this will make meat dry and stringy.

e. Know the bone and muscle structure of the meat to be carved.

13. Carving techniques

a. Let meat stand for approximately 20 minutes before carving.

Note: This allows the natural juices to distribute and the meat to firm up for ease in carving.

b. Remove all strings or skewers.

c. Select proper cutlery for the cut of meat being carved.

d. Anchor the meat firmly.

e. Slice across the grain.

f. Carve uniform slices.

Note: Practice makes perfect.

Meat Cookery
Unit 12

Job Sheet 1—Prepare and Compare Broiled Beef Patties

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Beef patties cooked to proper degree of doneness (rare—bright pink center, medium—brownish pink center, well-done—light brown center)	______
Comparative comments appropriate	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Broiler

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe, cooking some patties rare, some medium, and some well done.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Broiled Beef Patties		
Yield: 50		**Portion:** 4 oz. patty
Utensils: Tongs, portion scale, plates (3)		
Ingredients	**Quantity**	**Method**
Beef patties, 4 oz., 1 inch thick Salt Pepper	50 To taste To taste	1. Preheat broiler. 2. Place patties on broiler. 3. Cook to desired degree of doneness, turning only once. Rare—Approx. 3 min. each side Medium—Approx. 6 min. each side Well-done—Approx. 9 min. each side 4. Remove to plates. 5. Season to taste.

☐ 3. Compare patties of the three degrees of doneness. Record your comments in the following chart, being sure to note differences among the three patties.

	Comments		
Characteristics	**Rare**	**Medium**	**Well-Done**
Size			
Weight			
Moisture			
Appearance			

Job Sheet 1

☐ 4. Clean utensils and return unused ingredients to proper storage.

☐ 5. Clean the work area.

Evaluator's comments: ____________________

____

____

Meat Cookery
Unit 12

Job Sheet 2—Prepare a Beef Roast

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Beef roast cooked to desired degree of doneness (internal temperature: 140°F—rare, 160°F—Medium, 175°F—well done)	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, range top

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name:	Beef Roast		
Yield:	50 portions	**Portion:**	3 oz.
Utensils:	Roasting pan, roasting rack, scales, measuring utensils, sauce pan, wire whip, meat thermometer		

Ingredients	Quantity	Method
Beef (boneless chuck, round, or rump)	20 lb.	1. Season roast with salt and pepper if desired.
Salt	1 oz. (or to taste)	2. Place roast, fat side up, on roasting rack in open roasting pan.
Pepper	½ tsp. (or to taste)	3. Insert meat thermometer in roast. 4. Place in oven at 250°F.
Flour	6½ oz.	5. Roast to desired degree of doneness.
Cold water	1½ oz.	6. When meat is done, remove from pan. Let stand 20 minutes before slicing.
Additional water	As necessary	7. Mix flour and cold water. 8. Add flour mixture to drippings in the roasting pan. 9. Cook and stir on range top until thickened. 10. Remove excess fat if necessary and add water to make 1 gallon of gravy.

Notes:
- Point of thermometer should be in the center of the cut, but not in contact with bone or fat pocket.
- Oven temperatures should be checked with an oven thermometer for accuracy.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Meat Cookery
Unit 12

Job Sheet 3—Prepare Swiss Steak

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Swiss steak tender	______
Appearance: pleasingly browned; arranged neatly in pans	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Swiss Steak

Yield: 50 portions **Portion:** 5 oz.

Utensils: Cutting board, French knife, tenderizer, skillet, tongs, baking pans, sauce pan, wire whip, measuring utensils, scales

Ingredients	Quantity	Method
Beef round, sliced ½ in. thick	17 lb.	1. Cut meat into portions, 3 per lb.
		2. Mix flour, salt, and pepper.
Flour	1 lb.	3. Pound seasonings into meat.
Salt	3 oz.	4. Heat fat in skillet.
Pepper	2 tsp.	5. Brown meat in hot fat.
Fat	1 lb. 8 oz.	6. Place meat, slightly overlapping, in 2 baking pans.
Gravy:		
Meat drippings and fat (from browning)	6 oz.	7. Combine gravy ingredients.
		8. Add 1½ qt. of gravy to each pan.
Flour	6 oz.	9. Cover pans lightly.
Salt	1 tsp.	10. Bake at 350°F for 2 hours.
Pepper	¾ tsp.	
Water or meat stock	3 qt.	

Notes:

- If portioned steaks are used, order boneless beef round, cut 3 per pound, scored twice. This will tenderize steaks, but if scored more than twice, steaks may fall apart when cooked. Dredge steak with flour mixture and brown. Proceed as above.
- 1 No. 10 can of tomatoes may be substituted for the gravy. Add 4 oz. chopped onion.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

Meat Cookery
Unit 12

Job Sheet 4—Prepare Beef Stew

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Stew meat tender	______
Vegetables not over- or undercooked	______
Gravy of proper consistency	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Beef Stew

Yield: 50 portions **Portion:** 6 oz.

Utensils: Measuring spoons, scales, skillet, stock pot or kettle, mixing utensil, wire whip, mixing bowl, cutting board, French knife

Ingredients	Quantity	Method
Beef, 1-in. cubes	12 lb. 8 oz.	1. Brown beef in skillet.
Water	3 qt. (and as needed)	2. Place in stock pot or kettle. 3. Add water, salt and pepper to meat.
Salt	1 oz.	4. Cover and simmer 2 hours. Add more water as necessary.
Pepper	1 tsp.	
Potatoes, cubed	2 lb.	5. Cook vegetables in steamer or small amount of water.
Carrots, sliced or cubed	2 lb.	6. Mix flour and water until smooth.
Onions, cubed	1 lb.	7. Add to meat and cook until thickened.
Celery, diced	1 lb. 8 oz.	8. Add vegetables.
Flour	5 oz.	
Water	1¼ c.	

Note: Extra seasoning or vegetables may be added if desired.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Meat Cookery
Unit 12

Job Sheet 5—Prepare Spaghetti with Meat Sauce

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Meat sauce thick, not watery (clings to spaghetti)	______
Meat sauce colorful and flavorful	______
Spaghetti not over- or undercooked	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Spaghetti with Meat Sauce

Yield: 50 portions **Portion:** 6 oz. sauce; 5 oz. spaghetti

Utensils: Sauté skillet, measuring utensils, scales, strainer, mixing bowls, mixing utensils, stock pots

Ingredients	Quantity	Method
Sauce:		1. Brown beef; pour off excess fat.
Ground beef	8 lb.	2. Place beef in stock pot.
Tomato puree or chopped tomatoes	5 qt.	3. Add remaining sauce ingredients to cooked beef.
Water	1 qt.	4. Cook slowly, stirring frequently, until thickened.
Ketchup	1¾ qt.	
Onions, chopped	1 lb.	5. Allow to simmer 2 to 3 hours to develop flavor.
Bay leaves	2	
Thyme	1 tsp.	6. Cook spaghetti.
Garlic	1 clove	7. Drain.
Worcestershire sauce	¼ c.	8. Serve 6 oz. sauce over 5 oz. spaghetti.
Cayenne pepper	2 tsp.	
Salt	1½ T.	
Spaghetti	4 lb.	
Water, boiling	3 gal.	
Salt	¼ c.	
Salad oil (optional)	¼ c.	

Note: Refer to Unit 14, Job Sheet 1, if necessary to cook spaghetti.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Meat Cookery
Unit 12

Job Sheet 6—Prepare Stuffed Peppers

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Proper techniques used for parboiling, sautéing, and pot roasting	______
Product fresh and appealing to the eye	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range top, oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name: Stuffed Peppers

Yield: 50 peppers **Portion:** One pepper half

Utensils: Cutting board, French knife, measuring utensils, scales, baking pans, sauté pan, No. 10 disher, mixing bowls, mixing utensils

Ingredients	Quantity	Method
Green peppers, large whole	25	1. Wash peppers and remove stem ends. 2. Cut in halves lengthwise.
Onions, chopped	4 oz.	3. Remove seeds and tough white portions.
Fat	4 oz.	4. Parboil pepper halves for 3 to 5 minutes.
Green pepper, chopped	4 oz.	5. Place in baking pans.
Cooked meat, ground	9 lb.	6. Sauté onion and chopped green pepper in the fat about 3 minutes.
Eggs, beaten	6	
Salt	1½ T.	7. Add to meat in mixing bowl.
Pepper	1 tsp.	8. Combine eggs, salt, pepper, and milk; add to bowl with meat and mix.
Milk	2 c.	
Bread crumbs	6 oz.	9. Using No. 10 disher, fill each pepper half with meat mixture.
Fat, melted	4 oz.	
		10. Mix crumbs and melted fat. 11. Sprinkle over tops of peppers. 12. Bake at 350°F for 45 minutes.

Note: 2 qt. tomato juice may be poured around peppers before baking; or peppers may be served with tomato sauce.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Meat Cookery
Unit 12

Job Sheet 7—Prepare Chicken Fried Steak

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Meat adequately tenderized by pounding	______
Finished steak light golden brown in color	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name: Chicken Fried Steak		
Yield: 8-10 servings		**Portion:** 3 oz.
Utensils: Heavy skillet, mixing pan, kitchen fork, meat tenderizer, knife, serving platter		
Ingredients	**Quantity**	**Method**
Flour Salt Pepper Round steak, ½" thick Fat or shortening	½ c. 2 tsp. ½ tsp. 2 lb. To cover skillet ¼" deep	1. Mix flour, salt, and pepper. 2. Dredge meat in flour mixture. 3. Pound steak well on one side; turn over, add more flour and pound again. 4. Heat fat in heavy skillet. 5. Add pounded, floured steak when fat is hot. Cover tightly. 6. Cook 3 to 4 minutes or until light golden brown. Turn, cover and cook until browned on other side, 3 to 5 minutes. 7. Remove steak and cut into serving pieces; serve at once.

Note: Fat may be drained from skillet, leaving just enough to make cream gravy.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Meat Cookery
Unit 12

Job Sheet 8—Prepare Pork Chops

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Pork chops cooked well-done (at least 150°F internal temperature for safety)	______
Pork chops not dried out	______

Instructions: When your are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name: Pork Chops

Yield: 50 **Portion:** One 5 oz. pork chop

Utensils: French knife, cleaver, baking pan, kitchen fork, iron skillet, measuring utensils

Ingredients	Quantity	Method
Pork chops Salt Pepper Flour, all purpose Salad oil or melted shortening	50 medium 3 T. 2 tsp. 3 lb. 2 qt.	1. Flatten pork chops slightly with side of cleaver. 2. Place flour in baking pan and season with salt and pepper. 3. Place salad oil or shortening in skillet to cover bottom at a ¼″ depth. Place on range and heat. 4. Coat pork chops with seasoned flour; pat off excess flour. 5. Place pork chops in skillet and brown both sides. 6. Turn meat with kitchen fork as needed and cook to well done. 7. Remove from skillet, let drain, then serve.

Note: Pork chops may be served with country gravy or apple garnish.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Poultry and Fish
Unit 13

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare various poultry and fish dishes. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to poultry and fish with their correct definitions.
2. List types of poultry.
3. List examples of each market form of poultry.
4. Select true statements concerning proper practices for storing poultry.
5. Arrange in order preparation procedures for poultry.
6. Distinguish between dry and moist cooking methods for poultry.
7. Complete statements concerning factors affecting methods of poultry cooking.
8. Match market forms of finfish with their correct definitions.
9. List market forms of types of shellfish.
10. Select true statements concerning factors affecting selection, storage, and use of fish.
11. List examples of each classification of fish by fat content.
12. Select true statements concerning principles of cooking fish.
13. List common methods of cooking fish.
14. Cut up a whole chicken. (Job Sheet 1)
15. Prepare and evaluate deep fat fried chicken. (Job Sheet 2)
16. Prepare a roast turkey. (Job Sheet 3)
17. Prepare baked fish fillets. (Job Sheet 4)
18. Prepare deep fried butterfly shrimp. (Job Sheet 5)

Poultry and Fish
Unit 13

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Market Forms of Finfish (Objective 8)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Discuss safety and sanitation procedures in Unit 2 concerning poultry and fish. Have students think about and discuss problems that may result from improper handling of poultry and fish. Skill areas: **science, listening, oral communication,** and **problem solving**.

2. Have students visit a local supermarket to look for inspection and grading stamps on poultry and seafood products (fresh, canned, and frozen). Have students report their findings in class; discuss inspection and grading practices for poultry and fish. Skill areas: **learning to learn, oral communication, listening,** and **science**.

3. Invite resource persons from the seafood industry and the poultry industry to discuss product handling and safety precautions. Encourage students to participate in the discussion. Skill areas: **science, oral communication,** and **listening**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th ed. New York: Macmillan, 1989.

Suggested Supplemental Resources

1. Books

    a. McClane, A.J. *The Encyclopedia of Fish Cookery*. New York: Holt, Reinhart, and Winston, 1977.

    b. *A Review of U.S. Food Grading and Inspection Programs*. Washington, DC: National Restaurant Association, 1989.

2. Videotape—*Handling and Evaluating Seafood*, 20 min., 1986.

    Note: This videotape covers choosing a vendor; receiving and storing fresh, frozen, smoked, and canned seafood; methods of evaluating seafood; and temperature control. It is available from the National Restaurant Association, 1200 Seventeenth Street, NW, Washington, DC 20036-3097.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Poultry and Fish
Unit 13

Answers to Written Test

1. a. 2
   b. 17
   c. 16
   d. 8
   e. 6
   f. 12
   g. 3
   h. 14
   i. 9
   j. 4
   k. 11
   l. 5
   m. 1
   n. 18
   o. 7
   p. 10
   q. 15
   r. 13

2. a. Chickens
   b. Turkeys
   c. Ducks
   d. Geese

3. Any two of each of the following:

   a. (1) Whole
      (2) Halves
      (3) Quarters
      (4) Parts

   b. (1) Boned
      (2) Stuffed
      (3) Rolled
      (4) Breaded
      (5) Diced or pulled
      (6) Ground

4. a, b, e

5. a. 3
   b. 1
   c. 4
   d. 5
   e. 2

6. a. M
   b. D
   c. M
   d. D
   e. M
   f. D

Answers to Written Test

7. a. Older
   b. Large
   c. 165°
   d. 55
   e. Breast
   f. Paprika
   g. Outside

8. a. 4
   b. 2
   c. 5
   d. 1
   e. 3

9. Any two of each of the following:

   a. (1) Live
      (2) Cooked
      (3) Tails

   b. (1) Green
      (2) IQF
      (3) Canned

   c. (1) Live
      (2) Frozen
      (3) Canned

   d. (1) Live
      (2) Shucked
      (3) Frozen
      (4) Canned

   e. (1) Live
      (2) Shucked
      (3) Frozen

   f. (1) Live
      (2) Shucked
      (3) Frozen
      (4) Canned

10. a, c, e

Answers to Written Test

11. Any two of each of the following:

    a. (1) Catfish
        (2) Cod
        (3) Flounder
        (4) Haddock
        (5) Sole

    b. (1) Halibut
        (2) Salmon

    c. (1) Mackerel
        (2) Trout
        (3) Tuna

12. a, b, d

13. Any five of the following:

    a. Pan frying
    b. Deep fat frying
    c. Broiling
    d. Baking
    e. Boiling
    f. Poaching
    g. Steaming

Poultry and Fish
Unit 13

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A waterproof, grease-resistant paper

______b. A young chicken that weighs from 3 to 5 pounds

______c. A large type of poultry valued for its high yield of meat to bone

______d. Stuffing

______e. Aquatic animals that have bodies partially or completely covered with shells

______f. Birds that are bred and marketed for use as food

______g. A breed of chicken noted for its tenderness and white meat

______h. Tender and likely to break easily

______i. A cooking methods in which food is covered with liquid and then simmered

______j. To remove the meat from shellfish

______k. To simmer in court bouillon

______l. The youngest and tenderest chickens, weighing from 1½ and 3½ pounds

______m. Any bird, especially an older chicken weighing from 4 to 6 pounds

______n. A mixture of one cup milk to one egg

1. Fowl
2. Parchment
3. Rock Cornish hen
4. Shuck
5. Broiler-fryers
6. Shellfish
7. Oven frying
8. Dressing
9. Stewing
10. Cartilage
11. Poach
12. Poultry
13. Cavity
14. Delicate
15. Opaque
16. Turkey
17. Roaster
18. Egg wash

Written Test

______o. A cooking method in which food is coated with flour and cooked in an oven with a small amount of oil

______p. Tough, elastic connective tissue

______q. Not able to be seen through

______r. The space inside the body of poultry

2. List four types of poultry.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

3. List two examples of each market form of poultry.

   a. Fresh or frozen

      (1) ______________________________

      (2) ______________________________

   b. Processed

      (1) ______________________________

      (2) ______________________________

4. Select true statements concerning proper practices for storing poultry by placing an "X" in each appropriate blank.

______a. Pay strict attention to sanitation procedures because fresh poultry perishes quickly.

______b. Refrigerate fresh poultry immediately upon receiving it.

______c. Poultry remains safe during the thawing process.

______d. Keep poultry frozen until three to four days before service.

______e. Thaw frozen poultry in the refrigerator.

Written Test

5. Arrange in order the preparation procedures for poultry by writing the numbers of the steps in the correct blanks.

______a. Wash with cold running water.

______b. Thaw under refrigeration.

______c. Drain well.

______d. Return to refrigeration until ready for use.

______e. Pull out feathers not originally removed.

6. Distinguish between dry and moist cooking methods for poultry by placing a "D" next to dry cooking methods and an "M" next to moist cooking methods.

______a. Braising

______b. Broiling

______c. Stewing

______d. Roasting

______e. Stir frying

______f. Frying

7. Circle the word(s) which best complete the following statements concerning factors affecting methods of poultry cooking.

   a. Use dry heat for tender birds; moist heat for (fatter, older) and less tender birds.

   b. (Large, Small) birds should be cooked at a lower temperature and for a longer period of time to retain moisture and prevent shrinkage.

   c. All poultry is usually cooked to well done: (165°, 200°) Fahrenheit internal temperature.

   d. Yields of poultry are from 50 to (75, 55) percent, with larger birds having greater yields.

   e. Dry white meat must be protected against direct or long exposure to heat by being turned (back, breast) side down for the greater part of the cooking time, or by basting with fat during cooking.

Written Test

f. Sprinkling (pepper, paprika) on poultry skin helps to develop desirable browning without additional exposure to heat.

g. If dressing is to be served with poultry, it should be cooked (inside, outside) of the bird to ensure adequate cooking.

8. Match the market forms of finfish on the right with their correct definitions.

______a. Whole drawn fish ready to be cooked

______b. Uniform pieces of fish cut from fillets

______c. All internal organs removed

______d. Sides of fish, cut lengthwise along the backbone

______e. Cross-sections of fairly large fish

1. Fillets
2. Sticks
3. Steaks
4. Dressed
5. Drawn

9. List two market forms of each of the following types of shellfish.

a. Lobster

(1) ______________________________

(2) ______________________________

b. Shrimp

(1) ______________________________

(2) ______________________________

c. Crab

(1) ______________________________

(2) ______________________________

d. Oysters

(1) ______________________________

(2) ______________________________

Written Test

e. Scallops

(1) ______________________________

(2) ______________________________

f. Clams

(1) ______________________________

(2) ______________________________

10. Select true statements concerning factors affecting selection, storage, and use of fish by placing an "X" in each appropriate blank.

______a. No strong odor should be present.

______b. Frozen fish should be soft when delivered and stored at 32° Fahrenheit or below.

______c. Fresh fish should be packed in ice when delivered, and refrigerated at 32° to 35° Fahrenheit until use.

______d. Frozen fish should be thawed at room temperature.

______e. Fresh or thawed fish should not be held longer than 24 hours before cooking.

11. List two examples of each classification of fish by fat content.

a. Lean fish

(1) ______________________________

(2) ______________________________

b. Variable fish

(1) ______________________________

(2) ______________________________

c. Fat fish

(1) ______________________________

(2) ______________________________

Written Test

12. Select true statements concerning principles of cooking fish by placing an "X" in each appropriate blank.

______a. No fish should be overcooked; because there is little connective tissue, it falls apart very rapidly.

______b. Most fish are lean and must be protected against excessive drying out during cooking.

______c. Poaching will cause drying and decrease yield.

______d. Finfish is done when it flakes easily with a fork; shellfish should be firm but not tough.

______e. Use high heat for cooking fish when possible.

13. List five common methods of cooking fish.

a. ____

b. ____

c. ____

d. ____

e. ____

***Permission to duplicate this test is granted.**

Poultry and Fish
Unit 13

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Cut Up a Whole Chicken Rating ______

Comments: ____

____

Job Sheet 2—Prepare and Evaluate Deep Fat Fried Chicken Rating ______

Comments: ____

____

Job Sheet 3—Prepare a Roast Turkey Rating ______

Comments: ____

____

Job Sheet 4—Prepare Baked Fish Fillets Rating ______

Comments: ____

____

Job Sheet 5—Prepare Deep Fried Butterfly Shrimp Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

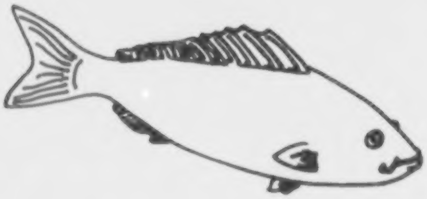
____

Teacher Signature ______________________________ Date __________

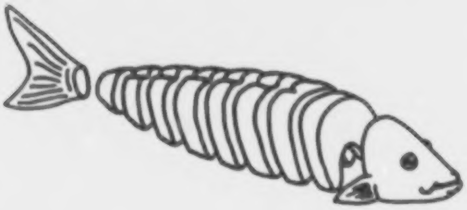
Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

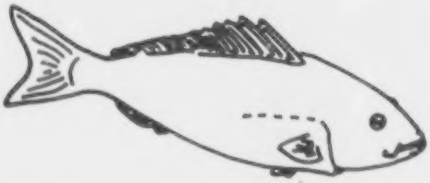
Market Forms of Finfish



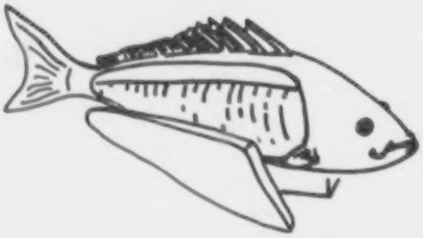
Whole or Round Fish



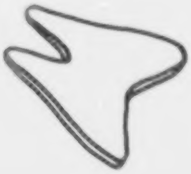
Steaks



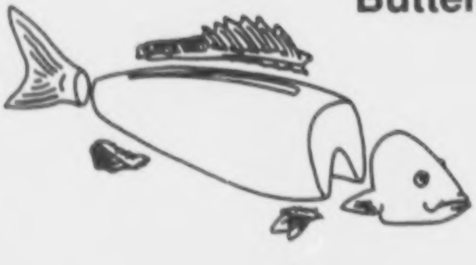
Drawn Fish



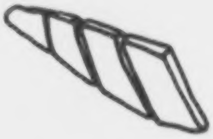
Single Fillet



Butterfly Fillet



Dressed or Pan-Dressed



Sticks

Courtesy of the United States Department of the Interior

Poultry and Fish
Unit 13

Information Sheet

1. **Terms and definitions**

   a. **Broiler-fryers** — The youngest and tenderest chickens, weighing from 1½ and 3½ pounds

   b. **Cartilage** — Tough, elastic connective tissue

   c. **Cavity** — The space inside the body of poultry

   d. **Delicate** — Tender and likely to break easily

   e. **Dressing** — Stuffing

   f. **Egg wash** — A mixture of one cup milk to one egg

   g. **Fowl** — Any bird, especially an older chicken weighing from 4 to 6 pounds

   h. **Opaque** — Not able to be seen through

   i. **Oven frying** — A cooking method in which food is coated with flour and cooked in an oven with a small amount of oil

   j. **Parchment** — A waterproof, grease-resistant paper

   k. **Poach** — To simmer in court bouillon

   l. **Poultry** — Birds that are bred and marketed for use as food

   m. **Roaster** — A young chicken that weighs from 3 to 5 pounds

   n. **Rock Cornish hen** — A breed of chicken noted for its tenderness and white meat

   o. **Shellfish** — Aquatic animals that have bodies partially or completely covered with shells

   p. **Shuck** — To remove the meat from shellfish

   q. **Stewing** — A cooking method in which food is covered with liquid and then simmered

   r. **Turkey** — A large type of poultry valued for its high yield of meat to bone

Information Sheet

2. **Types of poultry**

   Note: Age and sex affect taste and tenderness; the flesh of older or male birds is often less tender. All poultry is graded USDA **A**, **B**, or **C**.

   a. Chickens

      - Broiler-fryers
      - Roasters
      - Rock Cornish hens
      - Stewing chickens

   b. Turkeys

      - Fryer-roasters
      - Young hens
      - Toms

   c. Ducks

      - Broilers or fryers
      - Roasters

   d. Geese

3. **Market forms of poultry**

   a. Fresh or frozen

      - Whole
      - Halves
      - Quarters
      - Parts

Information Sheet

b. Processed

- Boned
- Stuffed
- Rolled
- Breaded
- Diced or pulled
- Ground

4. **Proper practices for storing poultry**

   a. Fresh

   - Pay strict attention to sanitation procedures because it perishes quickly.
   - Refrigerate immediately upon receiving.

   b. Frozen

   Note: Poultry should be kept frozen if possible until ready to use.

   Caution: Poultry perishes quickly during the thawing process.

   - Keep poultry frozen until one or two days before service.
   - Thaw frozen poultry in the refrigerator.

5. **Preparation procedures for poultry**

   a. Thaw under refrigeration.

   b. Pull out feathers not originally removed.

   c. Wash with **cold** running water

   d. Drain well.

   e. Return to refrigeration until ready for use.

   Caution: Poultry is extremely susceptible to bacteria that cause food-borne illness.

Information Sheet

6. **Dry and moist cooking methods for poultry**

   a. Dry methods

   - Roasting
   - Broiling
   - Frying

   B. Moist methods

   - Braising
   - Stewing
   - Stir frying

7. **Factors affecting methods of cooking poultry**

   a. Use dry heat for tender birds; moist heat for older and less tender birds.

   b. Large birds should be cooked at a lower temperature and for a longer period of time to retain moisture and prevent shrinkage.

   c. All poultry is usually cooked to well done; 165° Fahrenheit internal temperature.

   Note: When cooking whole birds, place the thermometer in the thigh.

   d. Yields of poultry are from 50 to 55 percent, with larger birds having greater yields.

   e. Dry white meat (no fat) must be protected against direct or long exposure to heat by being turned breast side down for the greater part of the cooking time, or by basting with fat during cooking.

   f. Sprinkling paprika on poultry skin helps to develop desirable browning without additional exposure to heat.

   g. If dressing is to be served with poultry, it should be cooked outside of the bird to ensure adequate cooking.

Information Sheet

8. **Market forms of finfish and their definitions**

   Note: Finfish are available fresh or frozen.

   a. Drawn—All internal organs removed

   b. Dressed—Whole drawn fish ready to be cooked

   c. Fillets—Sides of fish, cut lengthwise along the backbone

      Note: Fillets usually are free of bones.

   d. Steaks—Cross-sections of fairly large fish

      Examples: Swordfish, salmon

   e. Sticks—Uniform pieces of fish cut from fillets

9. **Types of shellfish and their market forms**

   a. Lobster

      - Live
      - Cooked
      - Tails

   b. Shrimp

      - Green

        Note: This is a term used to describe uncooked shrimp.

      - IQF

        Note: This refers to shrimp which have been peeled, deveined, and quick frozen.

      - Canned

Information Sheet

c. Crab

- Live
- Frozen
- Canned

d. Oysters

- Live (in the shell)
- Shucked (fresh)
- Frozen
- Canned

e. Scallops

- Live
- Shucked
- Frozen

f. Clams

- Live
- Shucked
- Frozen
- Canned

10. Factors affecting selection, storage, and use of fish

Note: Federal inspection is not mandatory; only those who comply voluntarily may show the USDC inspection stamp and grade shield.

a. No strong odor should be present.

b. Live shellfish must exhibit tightness of shell or movement of legs or antennae.

c. Fresh fish should be packed in ice when delivered, and refrigerated at 32° to 35° Fahrenheit until ready to use.

Information Sheet

d. Frozen fish should be hard frozen when delivered and stored at or below 0° Fahrenheit.

e. Frozen fish should be thawed under refrigeration.

Caution: Fish is very susceptible to the bacteria that cause food-borne illness.

f. Fresh or thawed fish should not be held longer than 24 hours before cooking.

Caution: Fish deteriorates rapidly and should be kept refrigerated until ready to cook.

11. Classifications of fish by fat content

a. Lean fish

Note: Lean fish are best cooked by moist cookery methods.

- Catfish
- Cod
- Flounder
- Haddock
- Sole

b. Variable fish

Note: Variable fish may be cooked by dry or moist heat and the product will be acceptable.

- Halibut
- Salmon

c. Fat fish

Note: Fat fish are most suitable for dry cookery.

- Mackerel
- Trout
- Tuna

Information Sheet

12. Principles of cooking fish

a. No fish should be overcooked; because there is little connective tissue, it falls apart very rapidly.

b. Most fish are lean and must be protected against excessive drying out during cooking.

c. Poaching will prevent drying and increase yield.

d. Finfish is done when it flakes easily with a fork; shellfish should be firm but not tough.

Note: Toughness is a result of overcooking.

e. Use low heat for cooking fish when possible.

13. Common methods of cooking fish

a. Pan frying

b. Deep fat frying

c. Broiling

d. Baking

e. Boiling

f. Poaching

g. Steaming

Poultry and Fish
Unit 13

Job Sheet 1—Cut Up a Whole Chicken

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Proper sanitation procedures followed	______
Proper use of knives demonstrated	______
Chicken correctly cut into 8 pieces	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and ingredients

Poultry shears
Strong sharp knives
Cutting board

> **Caution: Use a cutting board that can be easily disinfected. Poultry has a high risk factor for food-borne illness.**

Disposable gloves
Whole chicken

B. Procedure

☐ 1. Remove any feathers that remain on the chicken.

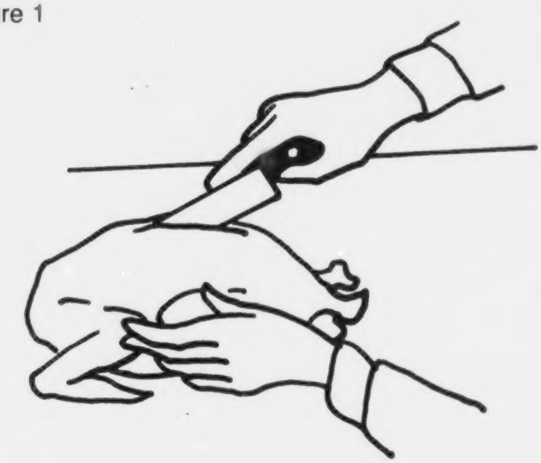
☐ 2. Wash thoroughly under **cold** running water.

☐ 3. Drain off excess water.

Job Sheet 1

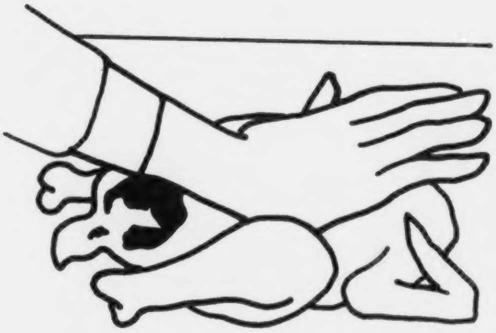
☐ 4. Place the chicken on the cutting board breast side down; using a very sharp knife, cut through the backbone along the entire length of the spinal column (Figure 1).

Figure 1



☐ 5. Turn the chicken over and break both sides of the breastbone by pushing down on it with the heel of your hand; firmly flatten the chicken as much as possible (Figure 2).

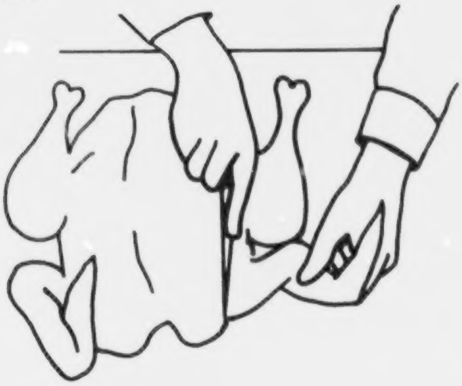
Figure 2



Job Sheet 1

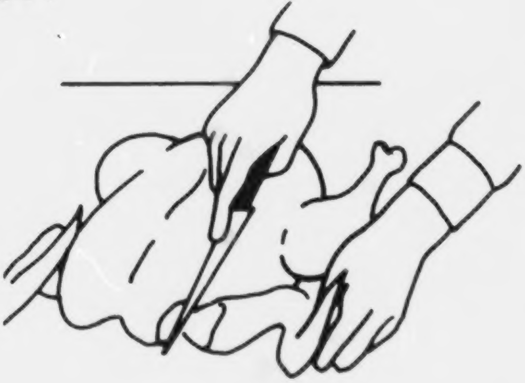
☐ 6. Wiggle the wing joint at the shoulder, poking around with the tip of your knife until you feel the connecting tissue (Figure 3).

Figure 3



☐ 7. Cut through the connecting tissue to remove the wing; repeat with the other wing (Figure 4).

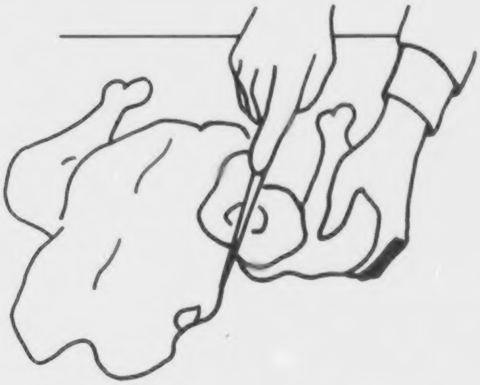
Figure 4



Job Sheet 1

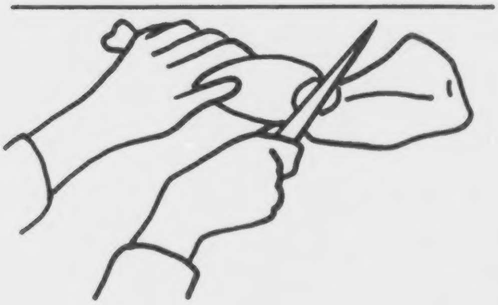
☐ 8. Wiggle the leg back and fourth to see where it connects to the body; pull it down to help detect the connecting joint; when you find the socket, cut through it and remove the leg; repeat with the other leg (Figure 5).

Figure 5



☐ 9. Cut the thighs from the drumsticks at the joints (Figure 6).

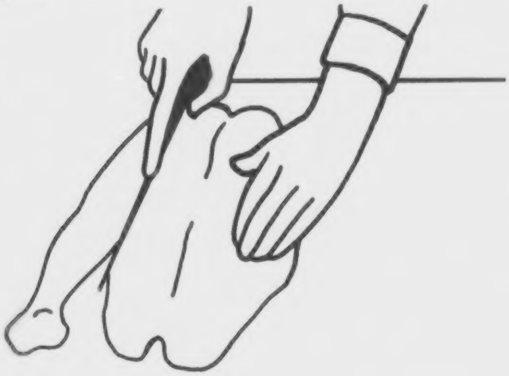
Figure 6



Job Sheet 1

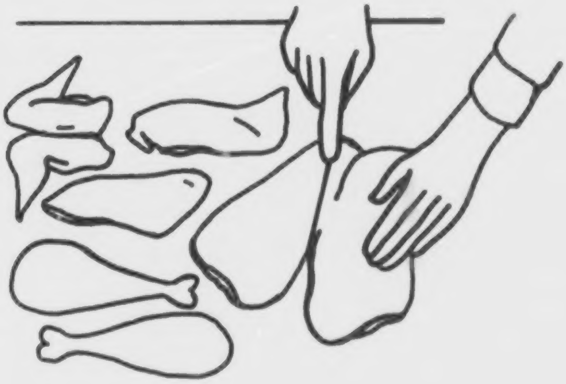
☐ 10. Cut away the side of the breast still attached to the back, severing the tiny bones (Figure 7).

Figure 7



☐ 11. Cut the breast in half, starting just above the cartilage and probing with your knife to feel where the tissue gives way; make the cut a little off-center, where the bones are thin (Figure 8).

Figure 8



Job Sheet 1

☐ 12. Wrap chicken pieces and immediately return to refrigeration.

Caution: The time raw chicken is not refrigerated should be minimized.

☐ 13. Clean the equipment and utensils; dispose of gloves.

Caution: Take care to be sure the cutting board is completely clean and sanitized.

☐ 14. Clean the work area.

Evaluator's comments: ____________________

Poultry and Fish
Unit 13

Job Sheet 2—Prepare and Evaluate Deep Fat Fried Chicken

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Breading station properly set up	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fat fryer (gas or electric)

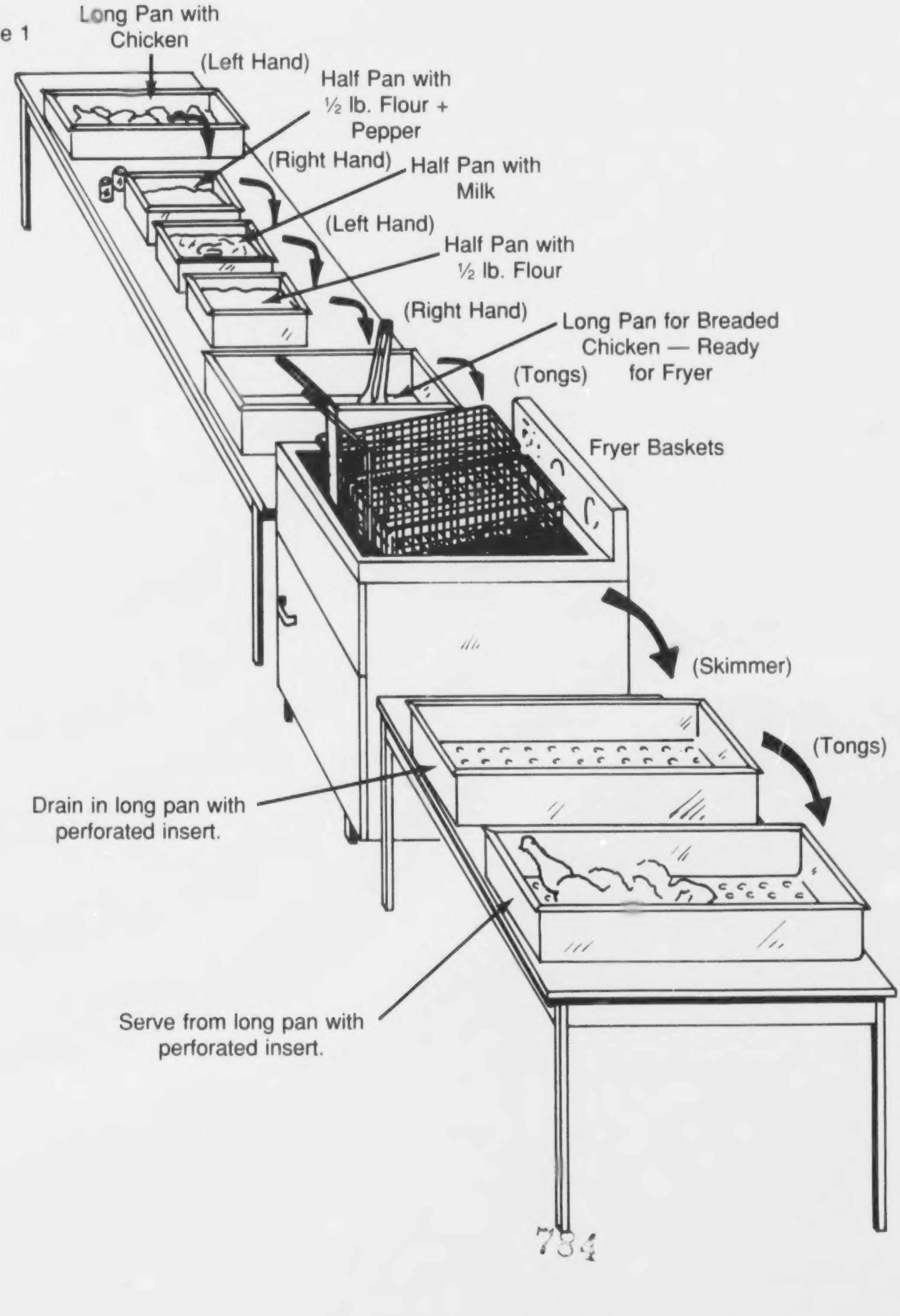
Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

- ☐ 1. Assemble utensils and ingredients at the work station.
- ☐ 2. Set up breading station (Figure 1).

Job Sheet 2

Figure 1


Long Pan with Chicken
(Left Hand)
Half Pan with ½ lb. Flour + Pepper
(Right Hand)
Half Pan with Milk
(Left Hand)
Half Pan with ½ lb. Flour
(Right Hand)
Long Pan for Breaded Chicken — Ready for Fryer
(Tongs)
Fryer Baskets
(Skimmer)
(Tongs)
Drain in long pan with perforated insert.
Serve from long pan with perforated insert.

Job Sheet 2

☐ 3. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Name: Deep Fat Fried Chicken

Yield: 20 servings **Portion:** 2 pieces

Utensils: Knife, cutting board, drainer, skimmer, 4″ long hotel pans (4), 4″ half pans (3), baker's scale, measuring utensils, wire whip, 12″ tongs, long perforated pan inserts (2), fryer baskets

Ingredients	Quantity	Method
Oil	Capacity level of fryer	1. Fill deep fat fryer with oil and preheat to 350°F.
Chickens, cut up	5	2. Clean chicken if needed.
Flour	1 lb.	3. Set up breading station as shown in Figure 1.
Pepper	¼ oz.	
Milk	1 pt.	4. Coat chicken with breading.
Salt	To taste	5. Place in deep fat fryer and fry at 350°F for 12 to 16 minutes or until chicken floats for 2 minutes.
		6. Drain chicken pieces.
		7. Salt to taste after cooking; salt causes fat to deteriorate.

Note: Check for doneness by probing to bone in the thigh and breast pieces.

Job Sheet 2

☐ 4. Evaluate the deep fat fried chicken.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Golden brown Specific pieces uniform in color and shape				
Flavor	Fresh, not greasy Maintains true chicken flavor				
Texture	Crisp				
Temperature	Held and served hot				
Consistency	Firm but tender Light in weight				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 5. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 2

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 6. Clean utensils and return unused ingredients to proper storage.

☐ 7. Clean the work area.

Evaluator's comments: ____

____

____

Poultry and Fish
Unit 13

Job Sheet 3—Prepare a Roast Turkey

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Turkey thoroughly cooked (190°F internal temperature) but not dry	______
Turkey appealing golden brown color	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Roast Turkey

Yield: One

Utensils: Baker's scale, measuring utensils, French knife, cutting board, roasting pan, kitchen fork, kitchen spoon, china cap, meat thermometer

Ingredients	Quantity	Method
Turkey, whole (20 to 25 lb.) *	1	1. Wash turkey with cold water. Check for feathers; clean if needed.
Salt	To taste	2. Season with salt and pepper.
Pepper	To taste	3. Preheat oven to 325°F.
Bacon grease	10 oz.	4. Rub bacon grease over surface of turkey.
Onions	12 oz.	
Celery	8 oz.	5. Slice onions; dice celery and carrots.
Carrots	6 oz.	6. Place turkey in roasting pan with breast up.
		7. Place thermometer in the thigh being careful to avoid touching the bone.
		8. Place the turkey in oven.
		9. Roast for 1½ hours, basting frequently.
		10. Add vegetables to pan.
		11. Continue roasting until internal thigh temperature is 190°F (approximately 5 hours).
		12. Remove from oven.
		13. Place turkey in clean pan.
		14. Strain drippings through china cap and reserve for making gravy, if desired.

Note: Roasting the turkey breast down will result in a moister product; roasting breast up gives a better appearance when carving at the table.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Poultry and Fish
Unit 13

Job Sheet 4—Prepare Baked Fish Fillets

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Fish cut into pieces of uniform size and shape	______
Fish cooked to proper doneness (easily flaked with fork); not overcooked	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name:	Baked Fish Fillets		
Yield:	50 servings	**Portion:**	3 ounces
Utensils:	Baker's scale, French knife, cutting board, mixing bowl, mixing utensil, pastry brush, spatula, sheet pan		

Ingredients	Quantity	Method
Fish fillets	10 lb.	1. Cut fish into 3-ounce portions.
Margarine or butter, melted	12 oz.	2. Oil sheet pan.
		3. Place fish on sheet pan.
Lemon juice	6 oz.	4. Combine margarine or butter, lemon juice, salt, and paprika.
Salt	1 oz.	
Paprika	½ oz.	5. Cover fish with mixture.
		6. Bake at 325°F for 25 to 30 minutes.

Note: Fish will flake easily when tested with a fork if it is done.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Poultry and Fish
Unit 13

Job Sheet 5—Prepare Deep Fried Butterfly Shrimp

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Shrimp properly peeled, deveined, and butterflied	______
Shrimp cooked evenly to golden brown color	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fat fryer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Deep Fried Butterfly Shrimp

Yield: 25 servings **Portion:** 6 shrimp

Utensils: Baker's scale, measuring utensils, 3 hotel pans, wire whip, stainless steel container, shrimp peeler, paring knife, fry baskets

Ingredients	Quantity	Method
Shrimp, fresh or thawed Eggs Milk Flour Pepper Bread crumbs	150 9 1½ qt. 1 lb. To taste 2 lb.	1. Peel shrimp. 2. Remove vein. 3. Scrape back of each shrimp lengthwise using paring knife. 4. Flatten shrimp with heel of hand to butterfly. 5. Refrigerate until ready to cook. 6. Combine eggs and milk. Beat lightly with wire whip to form egg wash. 7. Combine flour and pepper. 8. Set up breading station with egg wash, seasoned flour, and bread crumbs (see Job Sheet 2, Figure 1). 9. Preheat deep fat fryer to 350°F. 10. Bread shrimp. 11. Place in fry baskets. 12. Fry 2½ to 3 minutes until golden brown. 13. Drain. 14. Salt lightly if desired.

Note: Do not overload fry baskets. The temperature of fat will be reduced too quickly and the shrimp will not cook evenly.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Vegetables, Fruits, Pasta, and Rice
Unit 14

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare fruits and vegetables and pasta and rice dishes. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to vegetables, fruits, pasta, and rice with their correct definitions.
2. List market forms of vegetables.
3. Distinguish between methods of preparing vegetables for cooking.
4. List factors to consider when determining cooking methods for vegetables.
5. List methods of cooking vegetables.
6. Select true statements concerning basic guidelines for vegetable production.
7. Describe standards of quality for cooked vegetables.
8. List ways to prepare fruit.
9. List common uses of fruit.
10. List common types of pasta.
11. Select true statements concerning procedures for handling and storing pasta.
12. List standards of quality for pasta.
13. Distinguish between types of rice.
14. Match market forms of rice with their characteristics.
15. Complete statements concerning factors to consider when preparing rice.
16. Prepare macaroni. (Job Sheet 1)
17. Prepare macaroni and cheese. (Job Sheet 2)
18. Prepare rice. (Job Sheet 3)
19. Prepare Spanish rice. (Job Sheet 4)

Vegetables, Fruits, Pasta, and Rice
Unit 14

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for a tour to a produce purveyor. Have students write a short report on what they observed regarding handling, storage, etc. Skill areas: **listening** and **writing**.
2. Assign a particular vegetable to each student. Have students compare fresh, frozen, and canned forms of the vegetable and discuss their advantages and disadvantages in class. Skill areas: **Reading, writing, oral communication, listening,** and **problem solving**.
3. Demonstrate the proper use of a can opener. Stress the necessity for proper sanitation.
4. Have students prepare a display of the various market forms of pasta and rice; discuss standards of quality for pasta and rice. Skill areas: **teamwork, creative thinking,** and **interpersonal relations**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. *Occupational Food Service Education*. Fennimore, WI: Southwest Wisconsin Technical Institute.
3. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Suggested Supplemental Resources

Note: Various purveyors of food products offer literature and recipes. Examples of these are The Idaho Potato Commission in Boise, Idaho and The Rice Council in Houston, Texas.

1. Books
    - a. *Buying, Handling, and Using Fresh Fruits*. Washington, DC: National Restaurant Association, 1984.
    - b. *Buying, Handling, and Using Fresh Vegetables*. Washington, DC: National Restaurant Association, 1984.

Suggested Activities

2. Videotape—*Profits from Produce*. 20 minutes, 1988. Buying, inspecting, receiving, storing, and rotating inventory are addressed.

Note: Books a and b and the *Profits from Produce* videotape are available from:

National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036-3097

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Vegetables, Fruits, Pasta, and Rice
Unit 14

Answers to Written Test

1. a. 7 d. 6 g. 2 j. 8
   b. 1 e. 5 h. 10 k. 3
   c. 4 f. 11 i. 9

2. a. Fresh
   b. Canned
   c. Frozen
   d. Dried

3. a. C
   b. D
   c. F
   d. FR

4. Any four of the following:

   a. Quality of vegetable
   b. Quantity of vegetable
   c. Equipment available
   d. Time available for cooking
   e. Form of vegetable

5. a. Boiling
   b. Simmering
   c. Steaming
   d. Frying
   e. Baking

6. a, b, c, d

7. a. Appearance—Cooked vegetable should be almost the same color as raw vegetable
   b. Texture—Should be tender but firm
   c. Flavor—Should be distinct for type of vegetable
   d. Consistency—If prepared with sauce, should be smooth, not runny or gummy

Answers to Written Test

8. Any five of the following:
    a. Serve raw
    b. Stew
    c. Boil
    d. Bake
    e. Broil
    f. Deep fat fry

9. Any five of the following:
    a. Juices
    b. Compotes and sauces
    c. Cobblers or crumbles
    d. Bakery products
    e. Garnishes
    f. Salads

10. Any six of the following:
    a. Spaghetti
    b. Linguini
    c. Vermicelli
    d. Rigatoni
    e. Manicotti
    f. Macaroni
    g. Lasagna
    h. Egg noodles

11. c, d, e, g

12. a. Uncooked pasta should break cleanly.
    b. Uncooked pasta should break easily.
    c. Cooked pasta should not be sticky.
    d. Cooked pasta should not be mushy.

13. a. S
    b. L
    c. S
    d. L
    e. L
    f. S
    g. S
    h. L

14. a. 2
    b. 1
    c. 5
    d. 3
    e. 4

15. a. Water
    b. Exactly
    c. Washed
    d. 3
    e. Drier
    f. Steamed

Vegetables, Fruits, Pasta, and Rice
Unit 14

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. Edible portion of a plant; may include stems, roots, leaves, fruits, or flowers

______b. Covered with a cheese sauce and bread crumbs and baked in the oven

______c. To make shallow slits in the surface of foods

______d. To bake in a sauce, usually covered with crumbs

______e. To partially cook by simmering in water

______f. Dipping foods into flour, egg wash and bread crumbs before cooking

______g. Dried vegetables of the bean and pea family

______h. Dark spots found on fresh vegetables and fruits

______i. To cook in the vapor of boiling water

______j. A shaped vegetable product usually made of wheat

______k. To coat with sweet liquid of medium consistency

1. Au gratin
2. Legumes
3. Glaze
4. Score
5. Blanch
6. Scallop
7. Vegetable
8. Pasta
9. Steam
10. Blemishes
11. Breading

2. List four market forms of vegetables.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Written Test

3. Distinguish between methods of preparing vegetables for cooking by placing an "F" for frozen, a "C" for canned, an "FR" for fresh, and a "D" for dried next to the appropriate methods.

______a. Drain off half the liquid; pour into suitable cooking container.

______b. Pick through to remove any foreign particles; soak overnight; drain and wash in clean water.

______c. Limit amount to batches of ten pounds or less; add to boiling water.

______d. Wash thoroughly; trim stems and brown edges; peel if the type of vegetable requires it; remove any blemishes; soak in cold water.

4. List four factors to consider when determining cooking methods for vegetables.

a. ____

b. ____

c. ____

d. ____

5. List five methods of cooking vegetables.

a. ____

b. ____

c. ____

d. ____

e. ____

6. Select true statements concerning basic guidelines for vegetable production by placing an "X" in each appropriate blank.

______a. Cook no longer than necessary to achieve the desired texture.

______b. Cook in batches.

______c. Cook in a small amount of water.

______d. Bring commercially canned vegetables only to the servable temperature (150°F).

______e. Hold vegetables for an excessive amount of time.

Written Test

7. Describe standards of quality for cooked vegetables.

   a. Appearance— ______________________________

   ____

   b. Texture— ______________________________

   ____

   c. Flavor— ______________________________

   ____

   d. Consistency— ______________________________

   ____

8. List five ways to prepare fruit.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

9. List five common uses of fruit.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

Written Test

10. List six common types of pasta.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

11. Select true statements concerning procedures for handling and storing pasta by placing an "X" in each appropriate blank.

______a. Gradually add pasta to simmering water and stir occasionally to prevent sticking.

______b. Cover pasta while cooking.

______c. Drain and cover pasta with cold water immediately after cooking.

______d. After pasta has cooled, drain and toss lightly with salad oil to prevent pasta from sticking together or drying out.

______e. Cover tightly and store in refrigerator until ready to serve.

______f. To reheat for serving, place in colander and immerse in warm water for approximately three to five minutes.

______g. Cooked pasta should be frozen if it will be stored more than 48 hours.

______h. To use frozen pasta, thaw in boiling water.

12. List standards of quality for pasta.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Written Test

13. Distinguish between types of rice by placing an "L" for long grain rice and a "S" for short to medium grain rice next to their characteristics.

______a. Cooked grains are tender and moist.

______b. Grains will separate easily.

______c. Best suited for binding and extending dishes.

______d. An individual grain is 4 to 5 times as long as it is wide.

______e. Cooked grains are light and fluffy.

______f. Grains cling together.

______g. Individual grains are short and plump.

______h. Best suited for side dishes and entree accompaniments.

14. Match market forms of rice on the right with their characteristics.

______a. Combined with seasonings and/or other ingredients

______b. Has been milled, cooked, and dehydrated

______c. Outer husk has been removed and outer layers milled away until grain is white

______d. Whole, unpolished grain with only outer husk and small amount of bran removed

______e. Has been subjected to special steam pressure process before milling

1. Precooked rice
2. Flavored or seasoned rice mixes
3. Brown rice
4. Parboiled rice
5. Regular milled white rice

15. Circle the word(s) which best complete the following statements concerning factors to consider when preparing rice.

a. Measure amounts of rice and (salt, water) accurately.

b. Time cooking (exactly, approximately).

c. Rice should not be (fluffed, washed) before or after cooking.

Written Test

d. Most forms of rice increase in volume by (two, three) times after cooking.

e. For (moister, drier) rice, fluff lightly after cooking, cover, and let stand 5 to 10 minutes.

f. Rice may be (broiled, steamed), baked, or boiled.

***Permission to duplicate this test is granted.**

Vegetables, Fruits, Pasta, and Rice
Unit 14

Unit Evaluation Form

Student Name ______________________ Unit Rating __________

Job Sheet 1—Prepare Macaroni Rating ______

Comments: ______________________

Job Sheet 2—Prepare Macaroni and Cheese Rating ______

Comments: ______________________

Job Sheet 3—Prepare Rice Rating ______

Comments: ______________________

Job Sheet 4—Prepare Spanish Rice Rating ______

Comments: ______________________

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

Permission to duplicate this form is granted.

806

Vegetables, Fruits, Pasta, and Rice
Unit 14

Information Sheet

1. **Terms and definitions**

   a. **Au gratin** — Covered with a cheese sauce and bread crumbs and baked in the oven

   b. **Blanch** — To partially cook by simmering in water

   c. **Blemishes** — Dark spots found on fresh vegetables and fruits

   d. **Breading** — Dipping foods into flour, egg wash and bread crumbs before cooking

   e. **Glaze** — To coat with sweet liquid of medium consistency

   f. **Legumes** — Dried vegetables of the bean and pea family

   g. **Pasta** — A shaped vegetable product usually made of wheat

   h. **Scallop** — To bake in a sauce, usually covered with crumbs

   i. **Score** — To make shallow slits in the surface of foods

   j. **Steam** — To cook in the vapor of boiling water

   k. **Vegetable** — Edible portion of a plant; may include stems, roots, leaves, fruits, or flowers

2. **Market forms of vegetables**

   a. Fresh

   b. Canned

   c. Frozen

   d. Dried

Information Sheet

3. Methods of preparing vegetables for cooking

a. Frozen

- Limit amount to batches of ten pounds or less.
- Add frozen vegetables to boiling water; do not thaw.

b. Canned

- Drain off half the liquid.
- Pour into suitable cooking container.

c. Fresh

- Wash thoroughly.
- Trim stems and brown edges.
- Peel if the type of vegetable requires it.
- Remove any blemishes.
- Soak in cold water.

d. Dried

- Pick through to remove any foreign particles.
- Soak overnight.
- Drain and wash in clean water.

4. Factors to consider when determining cooking methods for vegetables

a. Quality of vegetable

b. Quantity of vegetable

c. Equipment available

d. Time available for cooking

e. Form of vegetable

Information Sheet

5. **Methods of cooking vegetables**

   Note: Different recipes call for different methods and variations of cookery. The following methods are the most common. However, methods may be adjusted to suit different situations.

   a. Boiling

   b. Simmering

   c. Steaming

   d. Frying

   e. Baking

6. **Basic guidelines for vegetable production**

   a. Cook no longer than necessary to achieve the desired texture.

   b. Cook in batches.

   c. Cook in a small amount of water.

   d. Bring commercially canned vegetables only to the servable temperature (150°F).

   e. Hold vegetables for only the minimum amount of time.

7. **Standards of quality for cooked vegetables**

   a. Appearance—Cooked vegetable should be almost the same color as raw vegetable

   b. Texture—Should be tender but firm

   c. Flavor—Should be distinct for type of vegetable

   d. Consistency—If prepared with sauce, should be smooth, not runny or gummy

Information Sheet

8. **Ways to prepare fruit**
    a. Serve raw
    b. Stew
    c. Boil
    d. Bake
    e. Broil
    f. Deep fat fry

9. **Common uses of fruit**
    a. Juices
    b. Compotes and sauces
    c. Cobblers or crumbles
    d. Bakery products

       Example: Fillings for pies or turnovers

    e. Garnishes
    f. Salads

10. **Common types of pasta**
    a. Spaghetti
    b. Linguini
    c. Vermicelli
    d. Rigatoni
    e. Manicotti
    f. Macaroni
    g. Lasagna
    h. Egg noodles

Information Sheet

11. Procedures for handling and storing pasta

Note: Pasta can be prepared in advance and reheated as needed during peak serving times.

a. Gradually add pasta to boiling water and stir occasionally to prevent sticking.

b. Do not cover pasta while cooking.

c. Drain and cover pasta with **cold** water immediately after cooking.

d. After pasta has cooled, drain and toss lightly with salad oil to prevent pasta from sticking together or drying out.

e. Cover tightly and store in refrigerator until ready to serve.

f. To reheat for serving, place in colander and immerse in boiling water for approximately one to two minutes.

Note: Be careful not to overcook the pasta.

g. Cooked pasta should be frozen if it will be stored more than 48 hours.

Note: Freeze pasta and accompanying sauce separately.

h. To use frozen pasta, thaw and follow reheating procedure.

12. Standards of quality for pasta

a. Uncooked pasta should break cleanly.

b. Uncooked pasta should break easily.

c. Cooked pasta should not be sticky.

d. Cooked pasta should not be mushy.

Information Sheet

13. Types of rice and their characteristics

a. Long grain rice

- An individual grain is 4 to 5 times as long as it is wide.
- Cooked grains are light and fluffy.
- Grains will separate easily.
- Best suited for side dishes and entree accompaniments.

  Examples: Salad, stews, meat dishes

b. Short to medium grain rice

- Individual grains are short and plump.
- Cooked grains are tender and moist.
- Grains cling together.
- Best suited for binding and extending dishes.

  Examples: Croquettes, meat and fish loaves, puddings

14. Market forms of rice

a. Regular milled white rice—Outer husk has been removed and outer layers milled away until grain is white

Note: This is also referred to as white or polished rice.

b. Parboiled rice—Has been subjected to special steam pressure process before milling

Note: This may also be called converted rice.

c. Precooked rice—Has been milled, cooked, and dehydrated

d. Flavored or seasoned rice mixes—Combined with seasonings and/or other ingredients

e. Brown rice—Whole, unpolished grain with only outer husk and small amount of bran removed

Note: This type is excellent for use in dressings and stuffings.

Information Sheet

15. Factors to consider when preparing rice

a. Measure amounts of rice and water accurately.

b. Time cooking exactly.

c. Rice should not be washed before or after cooking.

Note: Sanitary processing conditions make washing unnecessary and valuable vitamins and minerals would be lost.

d. Most forms of rice increase in volume by three times after cooking.

Note: Precooked rice increases only one and one-half to two times.

e. For drier rice, fluff lightly after cooking, cover, and let stand 5 to 10 minutes.

f. Rice may be steamed, baked, or boiled.

Vegetables, Fruits, Pasta, and Rice
Unit 14

Job Sheet 1—Prepare Macaroni

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Pasta not sticky	______
Pasta not under- or overcooked	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, steam-jacketed kettle or steamer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

Note: Recipe given is for macaroni; spaghetti, noodles, and other forms of pasta are prepared in the same fashion.

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Macaroni
Yield: 50 Portions **Portion:** 5 oz.
Utensils: Stock pot. measuring utensils, colander, kitchen spoon

Ingredients	Quantity	Method
Macaroni	4 lb.	A. Top of range or steam-jacketed kettle. 1. Add macaroni to boiling salted water; stir. 2. Reheat to boiling. 3. Cook until tender, about 15 min. 4. Drain; rinse with cold water to remove excess starch. B. Steamer 1. Divide macaroni into 2 steamer pans. 2. Add 1½ gal. boiling water, 2 T. salt, and 2 T. oil to each. 3. Steam for 12 to 15 min. at 5 pounds of pressure. 4. Drain and rinse with cold water.
Water, boiling	3 gal.	
Salt	¼ c.	
Oil or fat (optional)	¼ c.	

Note: Addition of oil is optional. It tends to prevent foaming.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

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____

Vegetables, Fruits, Pasta, and Rice
Unit 14

Job Sheet 2—Prepare Macaroni and Cheese

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Macaroni not over- or undercooked	______
Cheese sauce should be smooth, not runny or stiff	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Macaroni and Cheese

Yield: 50 Portions **Portion:** 5 oz.

Utensils: Baking pans, baker's scale, measuring utensils, sauce pot, grater, wire whip

Ingredients	Quantity	Method
Macaroni	1 lb. 8 oz.	1. Cook macaroni in boiling salted water. See Job Sheet 1.
Water	2 gal.	
Salt	2 T.	2. Drain; rinse with cold water.
Butter or margarine	8 oz.	3. Pour into two baking pans.
Flour	8 oz.	4. Melt butter or margarine in sauce pot; stir in flour and salt.
Salt	2 tsp.	
Milk	2 qt.	5. Add milk gradually, while stirring; cook and stir until thickened (medium white sauce).
Cheddar cheese, sharp, shredded	3 lb.	
Bread crumbs	12 oz.	6. Add shredded cheese to the white sauce; pour over the macaroni.
Butter or margarine, melted	4 oz.	7. Toss bread crumbs with melted butter or margarine; sprinkle over macaroni and cheese.
		8. Bake at 350°F for 35 minutes.

Notes:
- Cheese may be mixed with macaroni, then covered with white sauce.
- Fresh tomato sections, slivers of green pepper, or pimiento may be added for variety.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

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____

Vegetables, Fruits, Pasta, and Rice
Unit 14

Job Sheet 3—Prepare Rice

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Rice thoroughly cooked, not watery	______
Rice should not be excessively sticky	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Steam-jacketed kettle, steamer, or oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Rice

Yield: 6 qts. - 50 Portions **Portion:** 4 oz. serving

Utensils: Stock pot, measuring utensils, baker's scale, strainer, baking pans

Ingredients	Quantity	Method
Water, boiling	3¾ qt.	A. Top of range or steam-jacketed kettle.
Salt	3 T.	
Rice, converted	3 lb.	1. Add salt and rice to boiling water. 2. Stir. 3. Cover tightly. 4. Cook on low heat until rice is tender and all water is absorbed, about 15 min. 5. Remove from heat and let stand covered 5-10 minutes.
		B. Steamer or oven
		1. Place rice in baking pans 12 × 20 × 2 in. 2. Add salt to boiling water and pour over rice. 3. Stir and cover pans tightly. 4. Bake at 350°F or steam at 5 lb. pressure for 30 to 35 minutes. 5. Remove from oven or steamer; cover and let stand for 5 minutes.

Notes:
- 2 T. oil may be added to the water. It tends to prevent foaming and boiling over.
- 1 lb. uncooked rice yields 2 qt. cooked rice.
- If using regular white rice in place of converted rice, the cooking time may need to be reduced.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Vegetables, Fruits, Pasta, and Rice
Unit 14

Job Sheet 4—Prepare Spanish Rice

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Thoroughly cooked, not watery or runny	______
Even consistency, not sticky or gummy	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Spanish Rice

Yield: 50 Portions **Portion:** 5 oz.

Utensils: Stock pot, baking pans (12″ × 22″ × 2″), measuring utensils, baker's scale, mixing bowl, mixing utensils, sauté pan, strainer

Ingredients	Quantity	Method
Rice	2 lb. 8 oz.	1. Prepare rice. See Job Sheet 3.
Water	3 qt.	2. Place cooked rice in mixing bowl.
Salt	1½ T.	3. Add tomatoes, green pepper, pimiento, and salt to cooked rice.
Shortening or oil	1½ T.	
Tomatoes	1 gal.	4. Mix thoroughly.
Green pepper, chopped	1 lb. 4 oz.	5. Sauté bacon and onions together.
Pimiento, chopped	2½ oz.	6. Add to rice mixture.
Salt	3 tsp.	7. Mix carefully.
Bacon, chopped	1 lb. 8 oz.	8. Pour into 2 greased baking pans.
Onion, chopped	1 lb.	9. Bake at 350°F for 1 hour.

Notes:
- The bacon may be omitted and 5 lb. ground beef substituted.
- 2 qt. tomato puree, diluted with 2 qt. water, may be used in place of the tomatoes.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Cheese and Eggs
Unit 15

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare various dishes that have cheese or eggs as a main ingredient. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. List the two main classes of cheese.
2. Select common cheese textures.
3. Complete statements concerning the proper handling of cheese.
4. List common uses of cheese.
5. List types of foods using cheese as main ingredient.
6. Select true statements concerning principles of cheese cookery.
7. List uses of eggs as recipe ingredients.
8. List common egg dishes.
9. Select market forms of eggs.
10. Select true statements concerning storing and thawing frozen eggs.
11. Complete statements concerning storing and reconstituting dried eggs.
12. Complete statements concerning storing and separating fresh eggs.
13. Prepare cheese balls. (Job Sheet 1)
14. Prepare Welsh rarebit. (Job Sheet 2)
15. Prepare deviled eggs. (Job Sheet 3)
16. Prepare quiche. (Job Sheet 4)

Cheese and Eggs
Unit 15

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for the class to visit a dairy product distributor. Have each student write a short report on observations they made during the visit. Skill areas: **listening** and **writing**.

2. Have students prepare a bulletin board on the uses of cheese and eggs. Display recipes using cheese or eggs as a main ingredient. Good sources for these recipes are magazines in which recipes are a regular feature. Each student should be responsible for providing at least one recipe to display. Skill areas: **reading, creative thinking, teamwork,** and **interpersonal relations**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Cheese and Eggs
Unit 15

Answers to Written Test

1. a. Natural
   b. Process

2. a, b, c, e

3. a. Refrigerate
   b. Drying
   c. Cut off

4. Any five of the following:

   a. Sauces
   b. Desserts
   c. Toppings
   d. Binders
   e. Sandwich fillings
   f. Appetizers or hors d'oeuvres

5. Any four of the following:

   a. Souffles
   b. Casseroles
   c. Swiss fondue
   d. Welsh rarebit
   e. Hot sandwiches

6. b, d

7. Any seven of the following:

   a. To improve texture
   b. To add color
   c. To enhance flavor
   d. To act as a thickening agent
   e. To act as a binding agent
   f. To use for coating
   g. To use for clarifying
   h. To garnish
   i. To use as an emulsifying agent
   j. To leaven
   k. To foam

Answers to Written Test

8. Any three of the following:
    - a. Deviled eggs
    - b. Quiche
    - c. Omelet
    - d. Egg Foo Yung

9. b, c, d

10. b, d

11. a. Refrigerator
    - b. Lid
    - c. Only
    - d. Blending
    - e. One

12. a. 38°
    - b. Odors
    - c. Break
    - d. Spoiled
    - e. One egg at a time
    - f. Yolk (Both answers are acceptable)

Cheese and Eggs
Unit 15

Written Test

Name ______________________________ Score ____________

1. List the two main classes of cheese.

   a. ______________________________

   b. ______________________________

2. Select common cheese textures by placing an "X" in each appropriate blank.

   ______a. Soft

   ______b. Hard

   ______c. Blend

   ______d. Smooth

   ______e. Very hard

   ______f. Semi-smooth

   ______g. Cream

3. Complete the following statements concerning the proper handling of cheese.

   a. ____________________ all cheese.

   b. Keep cheese tightly wrapped to prevent ____________________.

   c. Mold growing on the outside of cheese should be ____________________ before use.

4. List five common uses of cheese.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

Written Test

5. List four types of foods using cheese as a main ingredient.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

6. Select true statements concerning principles of cheese cookery by placing an "X" in each appropriate blank.

______a. Use a low temperature, about 350° Fahrenheit.

______b. Cook only until cheese is melted.

______c. Prepare large pieces for storage by dicing, grating, or shredding.

______d. Combine with other ingredients such as milk or soup to reduce stringiness when cooked.

7. List seven uses of eggs as recipe ingredients.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

8. List three common egg dishes.

a. ______________________________

b. ______________________________

c. ______________________________

Written Test

9. Select market forms of eggs by placing an "X" in each appropriate blank.

______a. Deviled

______b. Frozen

______c. Fresh

______d. Prepared

10. Select true statements concerning storing and thawing frozen eggs by placing an "X" in each appropriate blank.

______a. Store in the freezer at 26° Fahrenheit or below.

______b. Thaw only the amount needed at one time.

______c. Thaw in the refrigerator or, to speed thawing, place the container of eggs in warm running water without submerging it.

______d. Use thawed eggs immediately or refrigerate promptly in an airtight container and use within 24 hours.

11. Circle the word(s) which best complete statements concerning storing and reconstituting dried eggs.

a. Store unopened packages in a cool dry place where the temperature is not more than 50° Fahrenheit, preferably in a (refrigerator, cabinet).

b. After opening, refrigerate any unused portion in a container with a close-fitting (lid, mouth).

c. Reconstitute (only, more than) the amount needed at one time.

d. Reconstitute by (blending, beating) with water, or combine with other dry ingredients in the recipe and add the amount of water needed to reconstitute.

e. Use reconstituted eggs immediately or refrigerate promptly in an airtight container and use within (one, three) hour(s).

Written Test

12. Complete the following statements concerning storing and separating fresh eggs.

    a. Store in a refrigerator at ______________________ Fahrenheit.

    b. Store away from food with strong ______________________.

    c. ______________________ eggs one at a time.

    d. Do not use eggs that have foreign particles or are (off color, spoiled).

    e. Separate the yolks from the whites (one egg at a time, all at once).

    f. Keep bits of (yolk, shell) from mixing with the whites.

***Permission to duplicate this test is granted.**

831

Cheese and Eggs
Unit 15

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Prepare Cheese Balls Rating ______

Comments: ____

____

Job Sheet 2—Prepare Welsh Rarebit Rating ______

Comments: ____

____

Job Sheet 3—Prepare Deviled Eggs Rating ______

Comments: ____

____

Job Sheet 4—Prepare Quiche Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

***Permission to duplicate this form is granted.**

832

Cheese and Eggs
Unit 15

Information Sheet

1. **Main classes of cheese**
   a. Natural — Made from milk
   b. Process — Made by combining or blending two or more natural cheeses
2. **Common cheese textures**
   a. Very hard

      Examples: Parmesan, Romano

   b. Hard

      Examples: Cheddar, Swiss

   c. Hard to semi-soft

      Examples: Colby, Gouda

   d. Semi-soft

      Examples: Bleu, Roquefort

   e. Soft

      Examples: Cottage, cream

   f. Blend

      Examples: Sliced American, cheese foods, cheese spreads

3. **Proper handling of cheese**
   a. Refrigerate all cheese.

      Note: Soft, unripened cheeses spoil if not used within a short time; other cheeses will last several weeks.

   b. Keep cheese tightly wrapped to prevent drying.
   c. Mold growing on the outside of cheese should be cut off before use.

      Note: Most cheese mold is harmless.

Information Sheet

4. **Uses of cheese**
    - a. Sauces
    - b. Desserts
    - c. Toppings
    - d. Binders
    - e. Sandwich fillings
    - f. Appetizers or hors d'oeuvres

5. **Types of foods that often use cheese as a main ingredient**
    - a. Souffles
    - b. Casseroles
    - c. Swiss fondue
    - d. Welsh rarebit
    - e. Hot sandwiches

6. **Principles of cheese cookery**
    - a. Use a low temperature, about 125° Fahrenheit.
    - b. Cook only until cheese is melted.
    - c. Prepare large pieces for cooking by dicing, grating, or shredding.
    - d. Combine with other ingredients such as milk or soup to reduce stringiness when cooked.

7. **Uses of eggs as recipe ingredients**
    - a. To improve texture
    - b. To add color
    - c. To enhance flavor
    - d. To act as a thickening agent

      Examples: Pudding, cream pie filling

Information Sheet

e. To act as a binding agent

Examples: Meat croquettes, poultry dressing, meat loaf

f. To use for coating

Examples: Fried chicken (egg wash)

g. To use for clarifying

Example: Soups

h. To garnish

Examples: Green peas, spinach, chef salad

i. To use as an emulsifying agent

Example: Salad dressings

j. To leaven

Examples: Sponge type cake, souffle

k. To foam

Example: Meringue

8. **Common egg dishes**

   a. Deviled eggs

   b. Quiche

   c. Omelet

   d. Egg Foo Yung

9. **Market forms of eggs**

   a. Fresh

   b. Frozen

   Examples: Whole, whites, yolks

Information Sheet

c. Dried

Examples: Whole, whites, yolks

d. Prepared

Example: Omelets

Note: New products with egg content are being placed on the market daily.

10. Storing and thawing frozen eggs

a. Store in the freezer at 0° Fahrenheit or below.

b. Thaw only the amount needed at one time.

c. Thaw in the refrigerator or, to speed thawing, place the container of eggs in **cold** running water without submerging it.

d. Use thawed eggs immediately or refrigerate promptly in an airtight container and use within 24 hours.

Caution: Do not refreeze eggs.

11. Storing and reconstituting dried eggs

a. Store unopened packages in a cool dry place where the temperature is not more than 50° Fahrenheit, preferably in a refrigerator.

b. After opening, refrigerate any unused portion in a container with a close-fitting lid.

c. Reconstitute only the amount needed at one time.

d. Reconstitute by blending with water, or combine with other dry ingredients in the recipe and add the amount of water needed to reconstitute.

e. Use reconstituted eggs immediately or refrigerate promptly in an airtight container and use within one hour.

Information Sheet

12. Storing and separating fresh eggs

a. Store in a refrigerator at 38° Fahrenheit.

Caution: Discard any cracked eggs.

b. Store away from food with strong odors.

c. Break eggs one at a time.

d. Do not use eggs that have foreign particles or are spoiled.

Note: The egg may have blood spots or be off color and still be used.

e. Separate the yolks from the whites one egg at a time.

f. Keep bits of yolk from mixing with the whites.

Note: This will increase whipping power and volume.

Cheese and Eggs
Unit 15

Job Sheet 1—Prepare Cheese Balls

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Color rich and golden	______
Well drained; not greasy	______
Served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fat fryer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Cheese Balls

Yield: 150 **Portion:** 3 balls

Utensils: Grater, scales, measuring utensils, mixing bowls, mixing utensils, No. 30 disher, trays

Ingredients	Quantity	Method
Cheddar cheese, grated	4 lb. 8 oz.	1. Mix cheese, flour, salt, and cayenne pepper.
Flour	4 oz.	2. Beat egg whites until stiff.
Salt	1 T.	3. Fold into cheese mixture.
Cayenne pepper	To taste	4. Shape into balls 1 to 1¼ in. diameter, or dip with No. 30 disher onto trays or baking sheets.
Egg whites	24	5. Chill.
Eggs	3	6. Combine eggs and milk.
Milk	1 c.	7. Dip cheese balls in egg mixture, and then roll in crumbs.
Bread crumbs	12 oz.	8. Replace on trays.
		9. Chill for several hours.
		10. Fry in deep fat at 350°F for 2 to 3 minutes.
		11. Drain; serve while hot.

Notes:
- Portion may be served in the center of a hot buttered pineapple ring.
- For serving as first course accompaniment, use half the recipe and shape into balls ½ to ¾ in. in diameter; yield: 150 balls.
- For 2 balls per portion, use No. 24 disher; yield: 40 portions.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Cheese and Eggs
Unit 15

Job Sheet 2—Prepare Welsh Rarebit

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Sauce smooth, not lumpy or watery	______
Served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, toaster

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Welsh Rarebit

Yield: 50 portions **Portion:** ½ c.

Utensils: Grater, sauce pot, scales, measuring utensils, wire whip, serving utensils

Ingredients	Quantity	Method
Butter or margarine	10 oz.	1. Combine butter, flour, milk, and salt to make white sauce; refer to Unit 10, Job Sheet 1, if necessary. 2. Add cheese and seasonings. 3. Cook over hot water until cheese is melted, stirring constantly with wire whip. 4. Toast buns. 5. Ladle ½ c. cheese sauce over each bun to serve.
Flour	8 oz.	
Milk	1 gal.	
Salt	1 oz.	
Cheddar cheese, grated or ground	5 lb.	
Mustard, dry	2 T.	
Worcestershire sauce	2 T.	
White pepper	½ tsp.	
Buns, split	50	

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Cheese and Eggs
Unit 15

Job Sheet 3—Prepare Deviled Eggs

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Yolk mixture smooth and creamy	______
Egg whites neatly and evenly filled	______
Not over- or undergarnished	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Deviled Eggs

Yield: 100 **Portion:** 2

Utensils: Measuring utensils, mixing bowl, mixing utensil, pastry tube

Ingredients	Quantity	Method
Eggs, hard cooked	50	1. Peel eggs.
Milk, hot	½ c.	2. Cut in half lengthwise.
Mayonnaise	1½ c.	3. Remove yolks to mixing bowl.
Salt	1 T.	4. Arrange whites in rows on a tray.
Mustard, dry	2 tsp.	5. Mash yolks
Vinegar	½ c.	6. Add milk and mix until blended.
Paprika	To garnish	7. Add salt, mustard, and vinegar; mix until smooth.
		8. Refill whites with yolk mixture, using approximately 1½ T. for each half egg white.
		9. Sprinkle paprika on each deviled egg.

Note: The yolk mixture should be smooth and creamy; a pastry bag with a plain or rosette tip may be used to fill the egg whites.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Cheese and Eggs
Unit 15

Job Sheet 4—Prepare Quiche

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Custard properly set; not watery	______
Light golden brown color	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Quiche

Yield: 48 portions **Portion:** ¼ pie

Utensils: Twelve 8″ pie pans, scales, measuring utensils, mixing bowls, wire whips, grater

Ingredients	Quantity	Method
Pastry (pie dough); refer to Unit 17, Job Sheet 9 for recipe.	3 lb. 12 oz.	1. Line twelve 8″ pie pans with pastry, 5 oz. per pie, or use thawed frozen 8″ pastry shells.
Eggs	30	2. Partially bake shells, about 10 minutes at 375°F.
Cream or half and half	2 qt.	
Milk	2 qt.	3. Beat eggs.
Salt	2 T.	4. Add cream, milk, salt and pepper; beat together.
Pepper, white	½ tsp.	
Swiss cheese, grated	2 lb. 4 oz.	5. Add cheeses to egg mixture; mix well.
Parmesan cheese, grated	8 oz.	6. Sprinkle partially baked shells with bacon or ham, 1⅓ oz. per shell.
Bacon, chopped, cooked, and drained	1 lb.	7. Pour egg mixture over meat, 3 cups per pie shell.
or		8. Bake at 375°F until custard is set and lightly browned, approximately 25 to 30 minutes.
Ham, finely diced		

Notes:
- Custard is set when knife inserted in center comes out clean.
- One-fourth pie makes a generous serving and needs only a salad to complete a meal. For 6 servings per pie, reduce recipe by one fourth.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Quick Breads and Yeast Products
Unit 16

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare and evaluate various breads, rolls, and quick breads. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to quick breads and yeast products with their correct definitions.
2. Match main bread ingredients with their functions.
3. List common types of quick breads.
4. Select common types of yeast breads.
5. Identify shapes of yeast or dinner rolls.
6. Arrange in order steps for using yeast.
7. List factors influencing the quality of baked products.
8. Describe standards of quality for quick breads and yeast products.
9. Prepare and evaluate plain muffins. (Job Sheet 1)
10. Prepare and evaluate baking powder biscuits. (Job Sheet 2)
11. Prepare and evaluate banana nut bread. (Job Sheet 3)
12. Prepare and evaluate corn bread. (Job Sheet 4)
13. Prepare and evaluate cake doughnuts. (Job Sheet 5)
14. Prepare and evaluate white bread. (Job Sheet 6)
15. Prepare and evaluate plain yeast rolls. (Job Sheet 7)
16. Prepare and evaluate basic sweet rolls. (Job Sheet 8)

Quick Breads and Yeast Products
Unit 16

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.

2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparency from the transparency master included with this unit. This appears in the teacher guide only and is designed to be used with the following objective:

   TM 1—Types of Yeast-Raised Rolls (Objective 5)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Review instructions for evaluating student performance and make copies of unit evaluation form.

7. Provide students with unit of instruction.

8. Discuss job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.

9. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.

10. Make copies of the written test.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in bold face type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Divide the class into groups. Have each group soak equal portions of yeast in cold water, lukewarm water, and hot water for ten minutes. Have the groups record their observations and report them to the class. Skill areas: **oral communication, listening, teamwork,** and **interpersonal relations**.
2. Discuss the importance of proper timing in the preparation of yeast products. Demonstrate the results of allowing dough to rise too long and not long enough.
3. Have students bring pictures of a variety of different breads, rolls, and sweet rolls that are made from yeast doughs; display the pictures on a poster or bulletin board.
4. Arrange for a baker to demonstrate bread baking techniques to the class. Encourage questions and discussion. Skill areas: **oral communication** and **listening**.
5. Discuss and demonstrate bread and roll mixes, and frozen bread and roll doughs as alternatives to baking from scratch.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. *Occupational Food Service Education*. Fennimore, WI: Southwest Wisconsin Vocational Technical Institute.
3. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Suggested Supplemental Resources

1. Amendola, Joseph. *The Baker's Manual for Quantity Baking and Pastry Making*, 3rd Ed. Jenks, OK: Williams Book Co.
2. Amendola, Joseph. *Understanding Baking*. New York: Van Nos Reinhold, 1983.
3. *Baking Handbook for the School Food Service Program*. Minneapolis, MN: General Mills, Inc.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Quick Breads and Yeast Products
Unit 16

Answers to Written Test

1. a. 11
   b. 25
   c. 8
   d. 7
   e. 24
   f. 1
   g. 17
   h. 5
   i. 16
   j. 13
   k. 2
   l. 6
   m. 12
   n. 4
   o. 18
   p. 3
   q. 9
   r. 20
   s. 14
   t. 21
   u. 23
   v. 10
   w. 19
   x. 22
   y. 15

2. a. 4
   b. 2, 3, 4, 6
   c. 5
   d. 1
   e. 6, 7
   f. 3
   g. 4
   h. 7
   i. 5
   j. 2
   k. 7
   l. 4
   m. 7
   n. 6
   o. 3
   p. 4

3. Any four of the following:

   a. Muffins
   b. Biscuits
   c. Popovers
   d. Loaf breads
   e. Waffles
   f. Pancakes

4. b, c, d, f, g, h, j

5. a. Pan
   b. Crescent
   c. Cloverleaf
   d. Braided
   e. Parker House
   f. Double knot
   g. Butterflake
   h. Single knot

6. a. 3
   b. 5
   c. 1
   d. 2
   e. 4

Answers to Written Test

7. Any four of the following:
    a. Temperature of ingredients
    b. Method of mixing ingredients
    c. Mixing time
    d. Baking pan size
    e. Oven temperature

8. a. Shape should be characteristic of product; crust should be evenly browned and free from cracks or bulges.
    b. Ingredients well-blended; no bitterness
    c. Moist, tender; free from doughiness
    d. Light in weight in proportion to size
    e. Uniform in size and shape; characteristic of kind being made

Quick Breads and Yeast Products
Unit 16

Written Test

Name ______________________________ Score ____________

1. Match the terms on the right with their correct definitions.

_____a. Puffed up individual quick breads that are leavened primarily by the natural action of steam

_____b. A moist form of yeast that must be dissolved in liquid before being used to make bread dough

_____c. An elastic substance that is formed when flour and water are mixed and manipulated, and that gives baked products their structural strength

_____d. Small individual quick breads made from a batter and baked in a cup-shaped pan

_____e. To raise a yeast dough by allowing it to stand in a warm, moist place

_____f. Method of mixing fat and sugar that adds air to the mixture and helps make the product light and fluffy

_____g. A shaped or molded mass of bread

_____h. A mixer attachment used to mix doughs and batters

_____i. A mixer attachment used for machine kneading of bread dough

_____j. A gas such as air, steam, or carbon dioxide which, when trapped in a dough or batter and heated, causes the product to increase in volume

1. Creaming
2. Biscuits
3. Yeast
4. Punch
5. Paddle
6. Knead
7. Muffins
8. Gluten
9. Dough
10. Rest
11. Popovers
12. Batter
13. Leavening agent
14. Dry yeast
15. Scaling

Written Test

______k. Small, usually round forms of quick bread often made with baking powder as a source of leavening

______l. To fold and press dough to force out gas

______m. An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

______n. To press raised dough with your fist to force out extra gases trapped during the rising process

______o. The degree of density of a mixture; its thickness or thinness

______p. A group of one-celled microscopic plants which produce the leavening agent, carbon dioxide, in many baked products

______q. An unbaked mixture of ingredients which is thick enough to be rolled out or kneaded

______r. A mixing method in which the shortening is cut into the dry ingredients to help make the product flaky

______s. A granular form of yeast that may be combined with other dry ingredients for mixing into bread dough

______t. A triangular-shaped variety of Danish pastry in which the filling is sealed inside the pastry covering

______u. A yeast-raised dough enriched with sugar and eggs

______v. To let dough set after punching, scaling, and rounding; allows gluten strands to relax for ease in rolling and cutting

16. Dough hook
17. Loaf
18. Consistency
19. Quick breads
20. Pastry method
21. Turnover
22. Proof box
23. Sweet dough
24. Proof
25. Compressed yeast

Written Test

_______w. Varieties of bread products that are simple and quick to prepare, and that do not use yeast as a source of leavening action

_______x. A cabinet with temperature and humidity controls where yeast doughs are placed to rise

_______y. Dividing dough into uniform weights and shapes

2. Match the main bread ingredients on the right with their functions. Answers may be used more than once.

_______a. Add volume

_______b. Add flavor

_______c. Gives body

_______d. Cause product to increase in volume

_______e. Tenderizes

_______f. Activates leavening agent

_______g. Increase nutrients

_______h. Promotes growth of yeast

_______i. Adds structure

_______j. Controls growth of yeast

_______k. Sweetens

_______l. Enhance texture

_______m. Promotes browning

_______n. Adds richness

_______o. Moistens

_______p. Provide color

1. Leavening agents
2. Salt
3. Liquid
4. Eggs
5. Flour
6. Shortening
7. Sugar

Written Test

3. List four common types of quick breads.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Select from the following list common types of yeast breads by placing an "X" in each appropriate blank.

______a. Pancakes

______b. Oat

______c. Whole wheat

______d. Pumpernickel

______e. Muffins

______f. Multi-grain

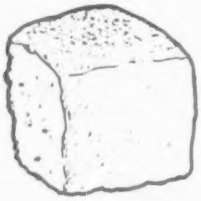
______g. White

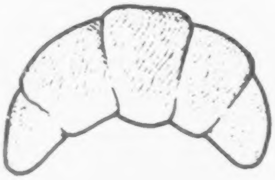
______h. Rye

______i. Biscuits

______j. Cracked wheat

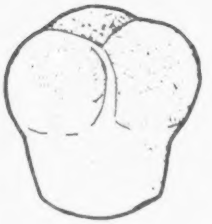
5. Identify the following shapes of yeast or dinner rolls.

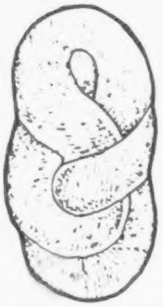




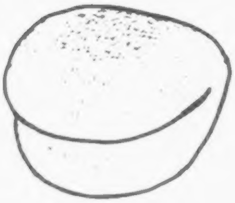
a. ______________________ b. ______________________

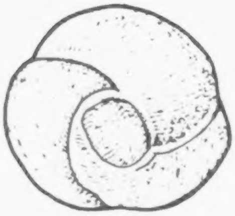
Written Test



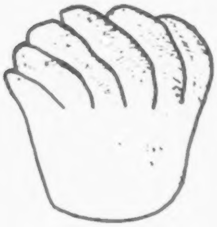


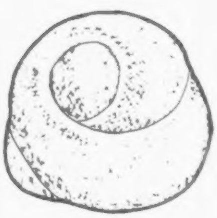
c. ____________________ d. ____________________





e. ____________________ f. ____________________





g. ____________________ h. ____________________

Written Test

6. Arrange in order steps for using yeast by numbering from 1 to 5.

    ______a. Allow yeast to soak for ten minutes.

    ______b. Subtract the amount of dissolving water from that shown in the recipe unless specific amounts are given.

    ______c. Add yeast to warm water.

    ______d. Do not stir.

    ______e. Stir until yeast is dissolved.

7. List four factors that influence the quality of baked products.

    a. ____

    b. ____

    c. ____

    d. ____

8. Describe the standards of quality for quick breads and yeast products.

    a. Appearance— ____

    ____

    b. Flavor— ____

    ____

    c. Texture— ____

    ____

    d. Volume— ____

    ____

    e. Uniformity— ____

    ____

*Permission to duplicate this test is granted.

857

Quick Breads and Yeast Products
Unit 16

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Prepare and Evaluate Plain Muffins Rating ______

Comments: ____

Job Sheet 2—Prepare and Evaluate Baking Powder Biscuits Rating ______

Comments: ____

Job Sheet 3—Prepare and Evaluate Banana Nut Bread Rating ______

Comments: ____

Job Sheet 4—Prepare and Evaluate Corn Bread Rating ______

Comments: ____

Job Sheet 5—Prepare and Evaluate Cake Doughnuts Rating ______

Comments: ____

Job Sheet 6—Prepare and Evaluate White Bread Rating ______

Comments: ____

Job Sheet 7—Prepare and Evaluate Plain Yeast Rolls Rating ______

Comments: ____

Job Sheet 8—Prepare and Evaluate Basic Sweet Rolls Rating ______

Comments: ____

Unit Evaluation Form

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

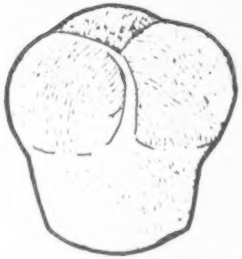
Teacher Signature ______________________________ Date __________

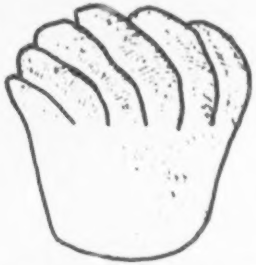
Student Signature ______________________________ Date __________

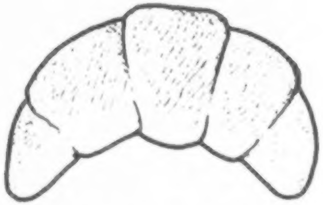
*Permission to duplicate this form is granted.

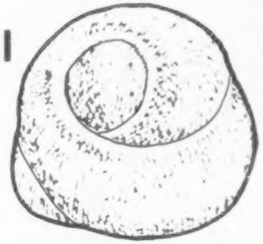
859

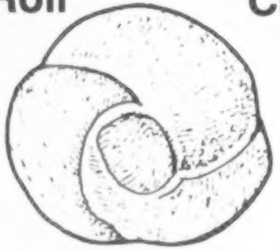
Types of Yeast-Raised Rolls

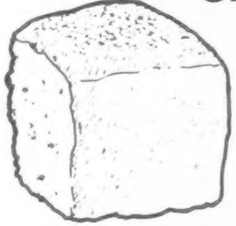

Cloverleaf Roll

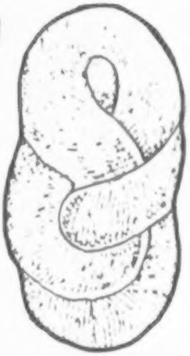

Butterflake Roll

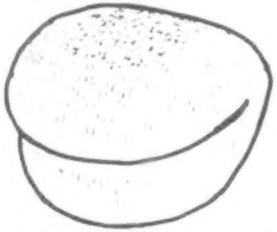

Crescent Roll


Single-Knot Roll


Double-Knot Roll


Pan Roll


Braided Roll


Parker House Roll

Food Service: Production, Unit 16
Teacher Page 15

TM 1

Quick Breads and Yeast Products
Unit 16

Information Sheet

1. **Terms and definitions**

   a. **Batter** — An unbaked mixture of ingredients that is thin enough to be scooped, spooned, or poured

   b. **Biscuits** — Small, usually round forms of quick bread often made with baking powder as a source of leavening

   c. **Compressed yeast** — A moist form of yeast that must be dissolved in liquid before being used to make bread dough

   d. **Consistency** — The degree of density of a mixture; its thickness or thinness

   e. **Creaming** — Method of mixing fat and sugar that adds air to the mixture and helps make the product light and fluffy

   f. **Dough** — An unbaked mixture of ingredients which is thick enough to be rolled out or kneaded

   g. **Dough hook** — A mixer attachment used for machine kneading of bread dough

   h. **Dry yeast** — A granular form of yeast that may be combined with other dry ingredients for mixing into bread dough

   i. **Gluten** — An elastic substance that is formed when flour and water are mixed and manipulated, and that gives baked products their structural strength

   j. **Knead** — To fold and press dough to force out gas

   k. **Leavening agent** — A gas such as air, steam, or carbon dioxide which, when trapped in a dough or batter and heated, causes the product to increase in volume

   l. **Loaf** — A shaped or molded mass of bread

   m. **Muffins** — Small individual quick breads made from a batter and baked in a cup-shaped pan

   n. **Paddle** — A mixer attachment used to mix doughs and batters

   o. **Pastry method** — A mixing method in which the shortening is cut into the dry ingredients to help make the product flaky

Information Sheet

p. **Popovers** — Puffed up individual quick breads that are leavened primarily by the natural action of steam

q. **Proof** — To raise a yeast dough by allowing it to stand in a warm, moist place

r. **Proof box** — A cabinet with temperature and humidity controls where yeast doughs are placed to rise

s. **Punch** — To press raised dough with your fist to force out extra gases trapped during the rising process

t. **Quick breads** — Varieties of bread products that are simple and quick to prepare, and that do not use yeast as a source of leavening action

u. **Rest** — To let dough set after punching, scaling, and rounding; allows gluten strands to relax for ease in rolling and cutting

v. **Scaling** — Dividing dough into uniform weights and shapes

w. **Sweet dough** — A yeast-raised dough enriched with sugar and eggs

x. **Turnover** — A triangular-shaped variety of Danish pastry in which the filling is sealed inside the pastry covering

y. **Yeast** — A group of one-celled microscopic plants which produce the leavening agent, carbon dioxide, in many baked products

2. **Functions of main bread ingredients**

a. Leavening agents—Cause product to increase in volume

b. Flour

- Gives body
- Adds structure

c. Liquid

- Moistens
- Activates leavening agent
- Adds flavor

Information Sheet

d. Shortening
  - Tenderizes
  - Adds richness
  - Adds flavor

e. Eggs
  - Add volume
  - Provide color
  - Increase nutrients
  - Add flavor
  - Enhance texture

f. Sugar
  - Promotes growth of yeast
  - Sweetens
  - Promotes browning
  - Tenderizes

g. Salt
  - Adds flavor
  - Controls growth of yeast

3. **Common types of quick breads**

a. Muffins

b. Biscuits

c. Popovers

d. Loaf breads

e. Waffles

f. Pancakes

Information Sheet

4. Common types of yeast breads

a. White

b. Whole wheat

c. Rye

d. Pumpernickel

e. Caraway rye

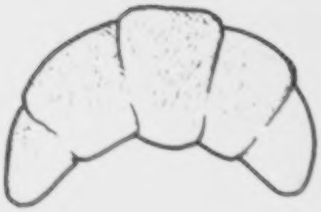
f. Cracked wheat

g. Oat

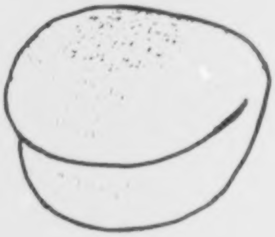
h. Multi-grain

5. Shapes of yeast or dinner rolls

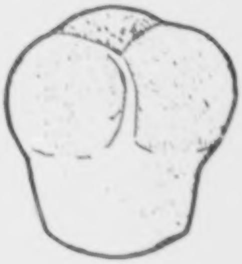
a. Crescent



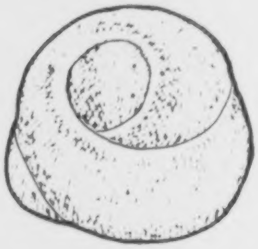
b. Parker House



c. Cloverleaf

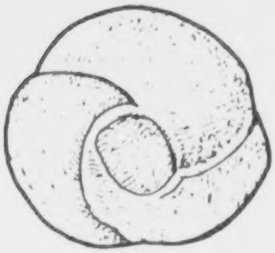


d. Single knot

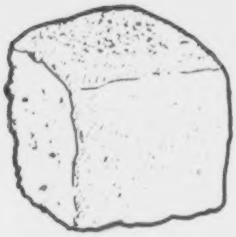


Information Sheet

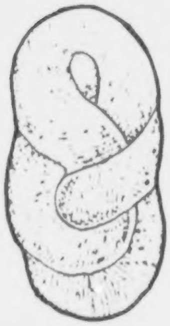
e. Double knot



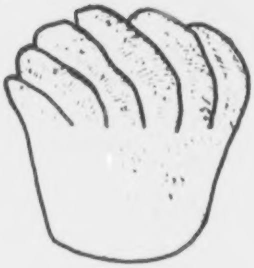
f. Pan



g. Braided



h. Butterflake



6. **Steps for using yeast**

Note: Check type of yeast in recipes carefully because of weight differences between dry and compressed yeast.

a. Add yeast to warm water.

Note: The temperature must not exceed 110° Fahrenheit or the yeast organisms will be killed.

b. Do not stir.

c. Allow yeast to soak for ten minutes.

d. Stir until yeast is dissolved.

e. Subtract the amount of dissolving water from that shown in the recipe unless specific amounts are given.

Information Sheet

7. **Factors that influence the quality of baked products**

   a. Temperature of ingredients

      Note: The temperature should be neither too hot nor too cold, approximately 70° to 75° Fahrenheit.

   b. Method of mixing ingredients

      Note: Avoid overmixing and add ingredients in proper sequence.

   c. Mixing time

      Note: The mixing time varies with different recipes; all sugar must be dissolved and all the fat distributed.

   d. Baking pan size

   e. Oven temperature

8. **Standards of quality**

   a. Appearance—Shape should be characteristic of product; crust should be evenly browned and free from cracks or bulges.

   b. Flavor—Ingredients well-blended; no bitterness

   c. Texture—Moist, tender; free from doughiness

   d. Volume—Light in weight in proportion to size

   e. Uniformity—Uniform in size and shape; characteristic of kind being made

Quick Breads and Yeast Products
Unit 16

Job Sheet 1—Prepare and Evaluate Plain Muffins

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Plain Muffins

Yield: 5 dozen **Portion:** One muffin

Utensils: Mixing bowls, flat beater, baker's scale, measuring utensils, No. 20 disher, muffin tins, scraper

Ingredients	Quantity	Method
Flour	2 lb. 8 oz.	1. Preheat oven to 400°F.
Baking powder	2 oz.	2. Combine dry ingredients in mixing bowl.
Salt	1 T.	3. Blend, using flat beater, on low speed.
Sugar	6 oz.	4. Combine eggs, milk, and shortening.
Eggs, beaten	4	5. Add to dry ingredients. Mix only to blend at low speed for 15 seconds. Batter will be lumpy.
Milk	1½ qt.	6. Measure with No. 20 disher into well-greased muffin pans, about ⅔ full. Batter should be dipped all at once with as little handling as possible, but may be refrigerated a short time and baked as needed.
Shortening, melted and cooled	8 oz.	7. Bake at 400°F for 25 minutes.

Note: Paper liners may be used instead of greasing the pans.

Job Sheet 1

☐ 3. Evaluate the plain muffins.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	**Characteristics**	**Excellent** (5 pts.)	**Good** (4 pts.)	**Fair** (3 pts.)	**Poor** (2 pts.)
Appearance	Golden brown, well rounded top, free from peaks and cracks Crust tender, pebbly or slightly rough and shiny				
Flavor	Pleasing flavor Characteristic of kind No bitterness				
Texture	Round, even cells, free from tunnels Tender and moist				
Volume	Light in weight in proportion to size				
Uniformity	Same size and shape				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 1

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 2—Prepare and Evaluate Baking Powder Biscuits

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Baking Powder Biscuits

Yield: 100 biscuits **Portion:** Two 2½-inch biscuits

Utensils: Mixing bowl, dough hook, baker's scale, measuring utensils, rolling pin, biscuit cutter, baking sheets

Ingredients	Quantity	Method
Flour	5 lb.	1. Preheat oven to 425°F.
Baking powder	5 oz.	2. Mix dry ingredients at low speed.
Salt	2 T.	3. Add shortening.
Shortening	1 lb. 4 oz.	4. Mix at low speed until crumbly.
Milk	1¾ to 2 qt.	5. Add milk.
		6. Mix at low speed to form a soft dough. Do not overmix. Dough should be as soft as can be handled.
		7. Place one-half of dough on lightly floured board or table. Knead lightly 15 to 20 times.
		8. Roll to ¾ in. thickness. Cut with biscuit cutter.
		9. Place on baking sheets ½ in. apart for crusty biscuits, just touching for softer biscuits.
		10. Repeat, using remaining dough.
		11. Bake at 425°F for 15 minutes.

Note: Prepared biscuits may be refrigerated several hours until time to bake.

Job Sheet 2

☐ 3. Evaluate the baking powder biscuits.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniformly brown on tops and bottoms, with lighter sides Free from excess flour				
Flavor	Blended flavor of well-baked ingredients, with no bitterness				
Texture	Tender, flaky, slightly moist, pulling off in thin sheets				
Volume	Light in weight in proportion to size				
Uniformity	Uniform in size with straight sides Twice the size of unbaked dough				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 2

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____________________

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 3—Prepare and Evaluate Banana Nut Bread

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Banana Nut Bread

Yield: 4 loaves **Portion:** ½" slice

Utensils: Mixing bowls, flat paddle, baker's scale, measuring utensils, 4 loaf pans, bowl scraper

Ingredients	Quantity
Shortening	10 oz.
Sugar	1 lb. 10 oz.
Eggs	5
Bananas, mashed	1 lb. 10 oz.
Flour	2 lb.
Baking powder	4 T.
Salt	2 tsp.
Soda	½ tsp.
Nuts, chopped	8 oz.
Milk	¾ c.

Method

1. Preheat oven to 350°F.
2. Cream shortening and sugar at medium speed for 5 minutes.
3. Add eggs to creamed mixture and beat 2 minutes.
4. Add bananas and mix 1 minute.
5. Combine dry ingredients and nuts.
6. Add the mixture of dry ingredients and milk to creamed mixture.
7. Mix at low speed for 1 minute.
8. Divide batter into 4 greased loaf pans, approximately 1 lb. 10 oz. per pan. Let stand 30 minutes before baking.
9. Bake at 350°F for 50 minutes.

Job Sheet 3

☐ 3. Evaluate the banana nut bread.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Golden brown, well rounded top, free from peaks and cracks				
Flavor	Pleasing flavor Characteristic of kind No bitterness				
Texture	Round, even cells, free from tunnels Tender and moist				
Volume	Light in weight in proportion to size				
Uniformity	Same size and shape loaves				

Total Points ______________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________

b. If the product was not servable, why? ______________

____

Job Sheet 3

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________________

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 4—Prepare and Evaluate Corn Bread

Name ________________________ Attempt Number ________

Date ________________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Corn Bread

Yield: 48 portions **Portion:** 2″ × 2″ square

Utensils: Mixing bowls, flat paddle, baker's scale, measuring utensils, bowl scraper, baking pan

Ingredients	Quantity	Method
Cornmeal	1 lb. 4 oz.	1. Preheat oven to 400°F.
Flour	1 lb. 5 oz.	2. Combine dry ingredients in mixing bowl.
Sugar	6 oz.	3. Combine eggs, milk, and shortening; add to dry ingredients.
Salt	1 oz.	
Baking powder	2 oz.	4. Mix at low speed only until ingredients are moistened.
Eggs, beaten	5	
Milk	1 qt.	5. Spread into greased baking pan.
Shortening, melted and cooled	6 oz.	6. Bake at 400°F for 35 minutes.

Note: Batter may be baked in corn stick or muffin pans. Reduce baking time to 15 to 20 minutes. Variations include the addition of whole kernel corn or jalapeno peppers.

Job Sheet 4

☐ 3. Evaluate the corn bread.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Golden brown, well rounded top, free from peaks and cracks Medium rim				
Flavor	Pleasing corn-like flavor No rancid or bitter taste				
Texture	Crisp, tender, and slightly open grain				
Volume	Light in weight in proportion to size				
Uniformity	Even height Cut to pieces of equal size				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 4

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 5—Prepare and Evaluate Cake Doughnuts

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Deep fat fryer with fat, screens, drain rack, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Cake Doughnuts

Yield: 4 dozen **Portion:** One 2½-inch doughnut

Utensils: Mixing bowls, dough hook, baker's scale, measuring utensils, rolling pin, doughnut cutter, sifter

Ingredients	Quantity	Method
Eggs, slightly beaten	3	1. Preheat deep fat fryer to 375°F.
Sugar	10 oz.	2. Mix eggs, sugar, and shortening at medium speed for about 10 minutes.
Shortening, melted and cooled	1½ oz.	3. Combine dry ingredients and orange rind.
Flour	1 lb. 10 oz.	4. Add dry mixture and milk alternately to egg mixture.
Baking powder	3 T.	5. Mix to form a soft dough; add more flour if dough is too soft to handle.
Salt	1⅓ tsp.	6. Chill, roll to ⅜-inch thickness on floured board or table.
Nutmeg	1 tsp.	7. Cut with 2½-inch cutter.
Ginger	⅛ tsp.	8. Fry in deep fat fryer at 375°F for 3 to 4 minutes.
Orange rind, grated	2 tsp.	9. Drain.
Milk	2 c.	10. Sprinkle with sugar when partly cool.
Sugar, granulated or confectioner's	To garnish	

Note: For chocolate doughnuts, substitute 1 oz. cocoa for 1 oz. flour, and omit nutmeg, ginger, and orange rind.

Job Sheet 5

☐ 3. Evaluate the cake doughnuts.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	**Characteristics**	**Excellent** (5 pts.)	**Good** (4 pts.)	**Fair** (3 pts.)	**Poor** (2 pts.)
Appearance	Well rounded Not over- or undergarnished with sugar				
Flavor	Pleasing flavor; not greasy Characteristic of kind with no bitterness				
Texture	Pleasant, cake-like Slightly crisp outside				
Volume	Light in weight in proportion to size				
Uniformity	Uniform in size and shape				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 5

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 6—Prepare and Evaluate White Bread

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name:	White Bread
Yield:	16 loaves
Utensils:	Mixing bowls, dough hook, baker's scale, measuring utensils, rolling pin, 16 loaf pans

Ingredients	Quantity	Method
Yeast, active dry Water warm (110°F/43°C) Sugar Salt Nonfat dry milk Water, lukewarm Shortening, melted Flour	2 to 2½ oz. 3 c. 10 oz. 5 oz. 14 oz. 1 gal. 12 oz. 15 lb.	1. Soften yeast in warm water; let stand 10 minutes. 2. Combine sugar, salt, dry milk, water, and shortening. 3. Add softened yeast. 4. Mix at medium speed until blended. 5. Add flour gradually. Mix at low speed about 10 minutes or until dough is smooth and satiny. 6. Turn into lightly greased bowl and turn over to grease top. Cover. Let rise in a warm place (80°F) approximately 2 hr., or until double in bulk. 7. Punch down dough; knead until smooth and elastic. 8. Let rise approximately 1 hr. 9. Preheat oven to 400°F. 10. Knead and divide dough into 16 loaves. 26½ oz. raw dough will yield one ½ lb. loaf. 11. Place each portion in a well-greased loaf pan; turn over to grease top. 12. Let rise approximately 1½ hours or until double in bulk. 13. Bake at 400°F for 30 to 40 minutes.

Notes:

- 4 to 5 oz. of compressed yeast may be substituted for the active dry yeast. Soften in lukewarm water at 95°F.
- The dough temperature should be about 80°F when mixed.
- Shortening may be increased to 1 lb. and sugar to 12 oz. if a richer dough is desired.
- 1¼ gal. fresh milk may be substituted for the water and dry milk.

Job Sheet 6

☐ 3. Evaluate the white bread

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniformly browned Smooth top Free from cracks and bulges Evenly rounded top				
Flavor	Well-blended No sourness or yeast taste				
Texture	Tender, elastic crumb Free from dryness or doughiness				
Volume	Light in weight in proportion to size				
Uniformity	Loaves of equal size and shape Equal degree of browning				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 6

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 7—Prepare and Evaluate Plain Yeast Rolls

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, mixer, oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name: Plain Yeast Rolls

Yield: 6 dozen **Portion:** One roll

Utensils: Mixing bowls, dough hook, baker's scale, measuring utensils, sauce pot, wire whip, dough cutter, baking pans

Ingredients	Quantity	Method
Sugar Salt Shortening Milk, scalded Yeast, active dry Water, warm (110°F) Eggs, beaten Flour	4 oz. 3 T. 6 oz. 1¼ qt. 1½ oz. 1 c. 4 Approx. 4 lb. 12 oz.	1. Place sugar, salt, and shortening in mixing bowl. 2. Add hot milk. Mix at low speed to blend. Cool to lukewarm (below 110°F). 3. Soften yeast in warm water. 4. Add softened yeast and eggs to milk mixture. 5. Add flour to make a moderately soft dough. 6. Mix at low speed until smooth and satiny. 7. Turn into lightly greased bowl and turn over to grease top. Cover. Let rise in warm place (80°F) until double in bulk. 8. Punch down. Divide into thirds for ease in handling. Shape into 1½ oz. rolls or other variations as desired. Place in greased baking pans. 9. Preheat oven to 400°F. 10. Let rolls rise until double in bulk. 11. Bake for 15 to 20 minutes at 400°F.

Notes:

- Recipe may also be used for crescent, parker house, and cloverleaf rolls.
- Rolls may be garnished by sprinkling with poppy seeds or sesame seeds, or by using a wash before baking.

Job Sheet 7

☐ 3. Evaluate the plain yeast rolls.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniformly browned Smooth Free from cracks and bulges				
Flavor	Well-blended No sourness or yeast taste				
Texture	Tender, elastic crumb Free from dryness or doughiness				
Volume	Light in weight in proportion to size				
Uniformity	Equal in size and shape Equal degree of browning				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 7

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Quick Breads and Yeast Products
Unit 16

Job Sheet 8—Prepare and Evaluate Basic Sweet Rolls

Name ______________________________ Attempt Number __________

Date ______________________________ Overall Rating __________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, mixer, oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name:	Basic Sweet Rolls		
Yield:	8 dozen	**Portion:**	One roll
Utensils:	Mixing bowls, dough hook, baker's scale, measuring utensils, sauce pot, rolling pin, dough cutter, baking pans		

Ingredients	Quantity	Method
Milk, scalded	3 c.	1. Combine milk, sugar, shortening, and salt in mixing bowl.
Sugar	1 lb.	
Shortening	1 lb.	2. Mix to blend.
Salt	2 oz.	3. Cool to lukewarm.
Eggs, beaten	9	4. Add eggs; mix.
Yeast, active dry	2 oz.	5. Soften yeast in warm water.
Water, warm (110°F)	1½ c.	6. Add to milk mixture.
Flour	5 to 6 lb.	7. Add flour gradually at low speed.
		8. Mix at medium speed to a smooth dough for 5 to 6 minutes. Do not overmix; dough should be moderately soft.
		9. The dough temperature just after mixing should be 78° to 82°F.
		10. Place in lightly greased bowl and then grease top of dough, cover, and let rise in warm place until double in bulk.
		11. Punch down and let rise again, about 1 hour.
		12. Punch down and divide into thirds for ease in handling. Let rest 10 minutes.
		13. Scale to about 2 oz. per roll.
		14. Shape, place on greased baking sheets and let rise until rolls are almost double in bulk.
		15. Bake in preheated 375°F oven for 20 to 25 minutes.

Notes:
- For quicker rising dough, increase yeast to 3 oz. dry or 6 oz. compressed.
- Glaze or ice if desired.
- Sweet roll dough may be used to make cinnamon rolls, pecan sticky buns, or raisin buns.

Job Sheet 8

☐ 3. Evaluate the basic sweet rolls.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniformly browned Smooth Free from cracks and bulges				
Flavor	Sweet Well-blended No sourness or yeast taste				
Texture	Tender, elastic crumb Free from dryness or doughiness				
Volume	Light in weight in proportion to size				
Uniformity	Equal in size and shape				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 8

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare and evaluate a diverse variety of desserts. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to desserts with their correct definitions.
2. Complete statements concerning types of cakes.
3. Match methods of preparing cake batter with their correct descriptions.
4. Complete statements concerning preparing cakes.
5. Select standards of quality for cakes containing fat.
6. Select standards of quality for cakes without fat.
7. List common types of icing.
8. List steps in applying heavy or thin icing to bakery goods.
9. Select standards of quality for icings.
10. List common types of cookies.
11. Complete general rules for cookie preparation.
12. Select standards of quality for cookies.
13. Complete statements concerning preparing pie shells.
14. Complete standards of quality for pie shells.
15. Select common types of pie fillings.
16. List common ways to top pies.

Objective Sheet

17. Complete standards of quality for pie fillings and toppings.

18. Complete statements concerning preparing puff pastry.

19. Arrange in order steps for preparing turnovers.

20. Select true statements concerning preparing choux paste products.

21. Prepare and evaluate white cake. (Job Sheet 1)

22. Prepare and evaluate fudge cake. (Job Sheet 2)

23. Prepare and evaluate angel food cake. (Job Sheet 3)

24. Prepare and evaluate boiled icing. (Job Sheet 4)

25. Prepare and evaluate butterscotch cookies. (Job Sheet 5)

26. Prepare and evaluate brownies. (Job Sheet 6)

27. Prepare and evaluate chocolate chip cookies. (Job Sheet 7)

28. Prepare and evaluate sugar cookies. (Job Sheet 8)

29. Prepare pie crust. (Job Sheet 9)

30. Prepare and evaluate fruit pie. (Job Sheet 10)

31. Prepare meringue topping. (Job Sheet 11)

32. Prepare and evaluate cream pie. (Job Sheet 12)

33. Prepare and evaluate custard pie. (Job Sheet 13)

34. Prepare custard filling. (Job Sheet 14)

35. Prepare and evaluate cream puffs. (Job Sheet 15)

Desserts
Unit 17

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for a field trip to a bakery. Have the students write a brief report on what they observed. Skill area: **writing**.
2. Invite a baker to demonstrate pastry techniques. In conjunction with the demonstration, conduct a class discussion of standards of quality. If possible, have samples on hand to evaluate. Skill areas: **listening, oral communication,** and **problem solving**.
3. Arrange for a resource person to conduct a cake decorating workshop for students. Give students some hands-on experience to practice what they learn. Stress creativity. Skill areas: **listening, oral communication,** and **creative thinking**.
4. Demonstrate methods of cutting and panning cookies.
5. Demonstrate various ways of decorating and icing cookies.
6. Have students prepare a bulletin board with as many different cookies as possible. Poll the students to decide upon the layout of the display: an overflowing cookie jar, a whirling galaxy of cookies, cookies raining down from a cloud, etc. Skill areas: **oral communication, creative thinking, teamwork,** and **interpersonal relations**.

Resources Used in Developing This Unit

1. Amendola, Joseph. *The Baker's Manual for Quantity Baking and Pastry Making*, 3rd Ed. Jenks, OK: Williams Book Co.
2. *Baking Handbook for the School Food Service Program*. Minneapolis, MN: General Mills, Inc.
3. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
4. *Occupational Food Service Education*. Fennimore, WI: Southwest Wisconsin Technical Institute.
5. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Suggested Activities

Suggested Supplemental Resources

1. Amendola, Joseph. *Understanding Baking.* New York: Van Nos Reinhold, 1983.
2. Heatter, Maida. *Maida Heatter's Book of Great American Desserts.* New York: Alfred A. Knopf, 1985.
3. Sultan, William. *The Pastry Chef.* New York: Van Nos Reinhold, 1983.
4. Sultan, William. *Practical Baking*, 4th Ed. New York: Van Nos Reinhold, 1986.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Desserts
Unit 17

Answers to Written Test

1.

a.	9	g.	5	m.	15	s.	18
b.	1	h.	3	n.	11	t.	22
c.	2	i.	6	o.	17	u.	13
d.	7	j.	10	p.	20	v.	12
e.	4	k.	21	q.	23	w.	19
f.	8	l.	16	r.	14	x.	24

2. a. Layer
   b. Rectangular
   c. Loaf
   d. Fat
   e. Cupcakes

3. a. 4
   b. 3
   c. 1
   d. 2

4. a. Batter
   b. Shortening, flour
   c. One-half to two-thirds
   d. Tap
   e. Collapse
   f. Preheated
   g. Partially
   h. Completely

5. a, c, e

6. c, d, e

7. Any six of the following:

   a. Buttercream
   b. Fudge
   c. Flat
   d. Boiled
   e. Marshmallow
   f. Royal
   g. Fondant
   h. Glaze

Answers to Written Test

8. a. Heavy icing

    (1) Ice the sides.
    (2) Ice the top.
    (3) Bring icing on top and sides together.
    (4) Finish smoothing with spatula dipped in warm water.

   b. Thin icing

    (1) Pour the icing on top of the product.
    (2) Work icing down the sides.
    (3) Smooth icing off with a spatula.

9. a, b, d, e

10. Any five of the following:

    a. Ice box
    b. Foam
    c. Drop
    d. Cut-out
    e. Bar
    f. Pressed

11. a. Sift
    b. Rolling
    c. Dough
    d. Thickness
    e. Evenly
    f. Portion
    g. Avoid
    h. Just
    i. Partially
    j. Completely

12. a, d, e

13. a. Peas
    b. Sprinkle
    c. Lightly
    d. Dry
    e. Portions
    f. Flattened circle
    g. Larger
    h. Transfer
    i. Press
    j. Flute

Answers to Written Test

14. a. Blistered
    b. Baked
    c. Crisp
    d. Flaky
    e. Shrink

15. a, b, c, e

16. Any four of the following:

    a. Leave open faced
    b. Solid crust
    c. Lattice crust
    d. Meringue
    e. Whipped cream
    f. Streusel

17. a. Uniform browning
    b. Sweetness
    c. Running
    d. Soaking
    e. Topping

18. a. Layering
    b. Roll
    c. Chill
    d. Refrigerator
    e. Prick holes

19. a. 2
    b. 1
    c. 5
    d. 4
    e. 4

20. a, e

Desserts
Unit 17

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

______a. A food item, usually sweet, that is served after a meal

______b. A basic cornstarch pudding enriched by the addition of eggs

______c. A design applied around the edge of a cake at the top or bottom

______d. The degree of density of a mixture; its thickness or thinness

______e. The part of a pie made from dough

______f. A choux paste product consisting of a cylindrical shell filled with pastry cream and often covered with chocolate icing

______g. A smooth mixture made by cooking flour, shortening, and water together and then adding eggs

______h. A flavorful mixture placed in or under a pie crust

______i. A ball-shaped choux paste product consisting of a crisp outer shell filled with whipped cream or a cream filling

______j. A milk-based dessert that is thickened entirely by eggs

______k. To bake a pie shell before the filling is added

1. Cream pudding
2. Border
3. Filling
4. Crust
5. Choux paste
6. Cream puff
7. Consistency
8. Eclair
9. Dessert
10. Custard
11. Puff paste
12. Leavening

Written Test

_______l. A meringue used as an airy topping or combined with other ingredients to add lightness to a product

_______m. A product often used to thicken chilled desserts

_______n. A rich dough produced by layering butter or margarine between folds of dough and then rolling and folding the dough a set number of times

_______o. A starch-type ingredient sometimes used to thicken puddings

_______p. Mixture of cornstarch or flour and shortening used to coat cake pans

_______q. A dessert consisting of a flavorful filling baked in a pan lined with pastry or topped with pastry or both

_______r. A sweet mixture that has sugar as its main ingredient and that is used as a filling or coating for cakes and cookies

_______s. A dessert made basically of milk, a thickener, sugar, and one of a variety of flavorings

_______t. A baked food made of pie dough or paste dough

_______u. The leavening agent for puff paste and choux paste products

_______v. The action that produces gases that cause a batter to increase in volume

_______w. A mixture of egg whites and sugar beaten until it has become stiff; often used to top pies

_______x. A mark left by a spoon in the surface of a pudding or sauce that has cooked to the proper thickness

13. Steam
14. Icing
15. Gelatin
16. Soft meringue
17. Tapioca
18. Pudding
19. Meringue
20. Pan coating
21. Prebake
22. Pastry
23. Pie
24. Track

Written Test

2. Circle the word(s) that best complete the following statements concerning types of cakes.

   a. A (loaf, layer) cake consists of two or more pieces of cake stacked on top of each other and finished as a whole.

   b. A sheet cake is a large, flat (circular, rectangular) cake that is often baked when a large number of servings are needed.

   c. A loaf cake is baked in a (loaf, tube) pan.

   d. A foam-type cake does not contain (eggs, fat) and is usually leavened entirely by the natural agents, air and steam.

   e. (Muffins, Cupcakes) are small cakes baked in a muffin pan.

3. Match the methods of preparing cake batter on the right with their correct descriptions.

______a.	A way of mixing shortened cakes in which the fat and sugar are creamed together to incorporate large amounts of air	1. Two-stage method
______b.	A convenience method in which dry ingredients are already combined	2. Whipping
______c.	A speedy method for mixing shortened cakes, in which the fat, eggs, and liquid are added to the sifted dry ingredients	3. Using packaged mixes
______d.	A method in which egg whites are beaten stiff, then small amounts of dry ingredients are folded in	4. Conventional method

4. Complete statements concerning preparing cakes.

   a. Prepare ________________ according to the type of cake and the preparation method desired.

   b. Grease pans with softened ______________ and dust with ______________ or use pan coating mixture; tap out any excess flour.

   c. Fill pans ________________ full.

   d. ________________ the bottoms of filled pans lightly to release trapped air bubbles.

Written Test

e. Overfilling a pan with cake batter will cause the cake to run over the sides of the pan and __________________.

f. Bake most cakes in a __________________ moderate (350°) oven for the amount of time specified in the recipe.

g. Cool cakes __________________ for easy removal from the pan.

h. Cool cakes __________________ before icing.

5. Select standards of quality for cakes containing fat by placing an "X" in each appropriate blank.

______a. Appearance—Symmetrical shape, slightly rounded top, free from cracks or peaks; uniform light brown except where ingredients darken the color

______b. Volume—Heavy in weight in proportion to size

______c. Texture—Tender, moist crumb, feels velvety to the tongue

______d. Internal structure—Coarse grain, uneven cells with thick cell walls and tunnels

______e. Flavor—Ingredients well blended, free from undesirable flavor from fat, leavening, flavoring, or other ingredients

6. Select standards of quality for cakes without fat by placing an "X" in each appropriate blank.

______a. Appearance—Symmetrical shape with level top; uniform dark brown, except where ingredients lighten the color

______b. Volume—Extremely heavy weight in proportion to size

______c. Texture—Tender, feathery texture, with resilient crumb

______d. Flavor—Delicate flavor, free from excessive flavor of egg, flavoring, or acid

______e. Internal structure—Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

Written Test

7. List six common types of icing.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

8. List steps in applying heavy or thin icing to bakery goods.

   a. Heavy icing

      (1) ______________________________

      (2) ______________________________

      (3) ______________________________

      (4) ______________________________

   b. Thin icing

      (1) ______________________________

      (2) ______________________________

      (3) ______________________________

      (4) ______________________________

9. Select standards of quality for icings by placing an "X" in each appropriate blank.

   ______a. Appearance—Appropriate for occasion; style and color should be considered

   ______b. Flavor—Delicate and pleasing, characteristic of kind

   ______c. Texture—Thick and sticky with no crystals or crust

   ______d. Distribution—Even, well covered, with no thin spots

   ______e. Compatibility—Icing suitable to kind of cake

Written Test

10. List five common types of cookies.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

11. Circle the word(s) that best complete the following general rules for cookie preparation.

    a. (Stir, Sift) flour to remove lumps.

    b. Chill cut-out cookie dough before (baking, rolling).

    c. Carefully work in leftover dough from rolling with fresh (flour, dough).

    d. Roll all cookie dough to the same (dimensions, thickness).

    e. Grease pans (evenly, heavily).

    f. (Sort, Portion) cookies to the same size.

    g. Place cookies on the pan to (touch, avoid) sides of pan or other cookies.

    h. Bake cookies until (just, well) done.

    i. (Partially, Completely) bake thin cookies.

    j. Allow cookies to cool (partially, completely) before decorating.

12. Select standards of quality for cookies by placing an "X" in each appropriate blank.

    ______a. Appearance—Should be even in shape, have uniform color, and should be characteristic of kind

    ______b. Flavor—Ingredients should be well-blended with excessive seasoning

    ______c. Internal structure—Uneven cells, tunnels

    ______d. Texture—Thin cookies should be crisp and tender; thick cookies should be chewy and tender

    ______e. Color—Uniform and characteristic of kind

Written Test

13. Complete the following statements concerning preparing pie shells.

    a. Cut shortening into flour and salt until particles are the size of ____________________.

    b. ____________________ water over the flour and shortening mixture until the flour is moistened.

    c. Toss ____________________ to mix.

    d. Add a little more water and toss lightly if the dough is too firm or ____________________ to be worked.

    e. Divide the dough into ____________________ for pies.

    f. Form each portion into a ____________________.

    g. Roll each piece of pastry slightly ____________________ than the size of the pie pan.

    h. ____________________ rolled pastry to the pie pan.

    i. ____________________ dough firmly to bottom and sides of pan.

    j. Trim excess dough from the edge, then ____________________ the rim using thumb and forefinger.

14. Complete the following standards of quality for pie shells.

    a. Appearance—Uniform browning on top and sides, with rough surface almost ____________________ in appearance

    b. Flavor—Rich flavor of well-blended and properly ____________________ ingredients

    c. Texture—Tender, but free from tendency to crumble, ____________________ on bottom as well as edges

    d. Grain—____________________, with easily separated layers

    e. Consistency—Uniform shape of individual items, characteristic of type, does not ____________________

Written Test

15. Select common types of pie fillings by placing an "X" in each appropriate blank.

______a. Fruit

______b. Cream

______c. Chiffon

______d. Meringue

______e. Custard

16. List four common ways to top pies.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

17. Complete the following standards of quality for pie fillings and toppings.

a. Appearance—Smooth, free from cracks; ______________ where appropriate

b. Flavor—Characteristic of kind, free from excessive ______________ or uncooked starch

c. Texture—Characteristic of kind, holds shape when cut, stiff enough to prevent ______________

d. Consistency—Firm enough to keep from ______________ crust

e. Compatibility—Filling and ______________ compatible characteristic of type of pie

18. Circle the word(s) that best complete the following statements concerning preparing puff pastry.

a. Use a firm fat for (mixing, layering).

b. (Roll, Beat) the dough several times.

c. Use ice water to (soak, chill) the dough.

d. Place the dough in the (warmer, refrigerator) before the final rolling.

e. (Cut slits, Prick holes) on top of pastry before baking to prevent blisters from forming.

Written Test

19. Arrange in order the following steps for preparing turnovers by numbering from 1 to 5.

_______a. Place filling in the center of each square.

_______b. Cut puff pastry dough into squares.

_______c. Follow recipe directions for baking.

_______d. Seal the edges by pinching or pressing with a fork.

_______e. Fold the dough square diagonally to form a triangle.

20. Select true statements concerning preparing choux paste by placing an "X" in each appropriate blank.

_______a. Line the baking pan with parchment paper.

_______b. Place choux paste onto baking pan spacing five inches apart.

_______c. For cream puffs, move the pastry bag in a straight line for three inches, making a round shape.

_______d. For eclairs, squeeze the pastry bag in one place to form an oblong shape.

_______e. Follow recipe directions for baking and filling.

***Permission to duplicate this test is granted.**

Desserts
Unit 17

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Prepare and Evaluate White Cake Rating _____

Comments: ______________________________

____

Job Sheet 2—Prepare and Evaluate Fudge Cake Rating _____

Comments: ______________________________

____

Job Sheet 3—Prepare and Evaluate Angel Food Cake Rating _____

Comments: ______________________________

____

Job Sheet 4—Prepare and Evaluate Boiled Icing Rating _____

Comments: ______________________________

____

Job Sheet 5—Prepare and Evaluate Butterscotch Cookies Rating _____

Comments: ______________________________

____

Job Sheet 6—Prepare and Evaluate Brownies Rating _____

Comments: ______________________________

____

Job Sheet 7—Prepare and Evaluate Chocolate Chip Cookies Rating _____

Comments: ______________________________

____

Job Sheet 8—Prepare and Evaluate Sugar Cookies Rating _____

Comments: ______________________________

____

Unit Evaluation Form

Job Sheet 9—Prepare Pie Crust Rating ______

Comments: ______

Job Sheet 10—Prepare and Evaluate Fruit Pie Rating ______

Comments: ______

Job Sheet 11—Prepare Meringue Topping Rating ______

Comments: ______

Job Sheet 12—Prepare and Evaluate Cream Pie Rating ______

Comments: ______

Job Sheet 13—Prepare and Evaluate Custard Pie Rating ______

Comments: ______

Job Sheet 14—Prepare Custard Filling Rating ______

Comments: ______

Job Sheet 15—Prepare and Evaluate Cream Puffs Rating ______

Comments: ______

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______

Teacher Signature ______ Date ______

Student Signature ______ Date ______

***Permission to duplicate this form is granted.**

Desserts
Unit 17

Information Sheet

1. **Terms and definitions**

   a. **Border** — A design applied around the edge of a cake at the top or bottom

   b. **Choux paste** — A smooth mixture made by cooking flour, shortening, and water together and then adding eggs

   c. **Consistency** — The degree of density of a mixture; its thickness or thinness

   d. **Cream pudding** — A basic cornstarch pudding enriched by the addition of eggs

   e. **Cream puff** — A ball-shaped choux paste product consisting of a crisp outer shell filled with whipped cream or a cream filling

   f. **Crust** — The part of a pie made from dough

   g. **Custard** — A milk-based dessert that is thickened entirely by eggs

   h. **Dessert** — A food item, usually sweet, that is served after a meal

   i. **Eclair** — A choux paste product consisting of a cylindrical shell filled with pastry cream and often covered with chocolate icing

   j. **Filling** — A flavorful mixture placed in or under a pie crust

   k. **Gelatin** — A product often used to thicken chilled desserts

   l. **Icing** — A sweet mixture that has sugar as its main ingredient and that is used as a filling or coating for cakes and cookies

   Note: Another name for icing is *frosting*.

   m. **Leavening** — The action that produces gases that cause a batter to increase in volume

   n. **Meringue** — A mixture of egg whites and sugar beaten until it has become stiff; often used to top pies

   o. **Pan coating** — Mixture of cornstarch or flour and shortening used to coat cake pans

   Note: Pan coating consists of one pound cornstarch or flour to two pounds shortening.

Information Sheet

p. **Pastry** — A baked food made of pie dough or paste dough

q. **Pie** — A dessert consisting of a flavorful filling baked in a pan lined with pastry or topped with pastry or both

r. **Prebake** — To bake a pie shell before the filling is added

s. **Pudding** — A dessert made basically of milk, a thickener, sugar, and one of a variety of flavorings

t. **Puff paste** — A rich dough produced by layering butter or margarine between folds of dough and then rolling and folding the dough a set number of times

u. **Soft meringue** — A meringue used as an airy topping or combined with other ingredients to add lightness to a product

v. **Steam** — The leavening agent for puff paste and choux paste products

w. **Tapioca** — A starch-type ingredient sometimes used to thicken puddings

x. **Track** — A mark left by a spoon in the surface of a pudding or sauce that has cooked to the proper thickness

2. **Types of cakes**

a. Layer cake—A cake that consists of two or more pieces of cake stacked on top of each other and finished as a whole.

b. Sheet cake—A large, flat, rectangular cake that is often baked when a large number of servings are needed.

c. Loaf cake—A cake baked in a loaf pan.

d. Foam-type cake—A cake type that does not contain fat and is usually leavened entirely by the natural agents, air and steam.

Examples: Angel food, sponge

Note: Care must be taken that mixing bowls, utensils, and cake pans are free of any grease or cake will not obtain proper volume.

e. Cupcakes—Small cakes baked in a muffin pan.

Information Sheet

3. Preparing cake batter

a. Conventional method—A way of mixing shortened cakes in which the fat and sugar are creamed together to incorporate large amounts of air.

Note: This is also referred to as the creaming method; cake batter is thick and will not pour.

b. Two stage method—A speedy method for mixing shortened cakes, in which the fat, eggs, and liquid are added to the sifted dry ingredients

Note: This is also referred to as the blending method; cake batter will pour easily.

c. Whipping—A method in which egg whites are beaten stiff, then small amounts of dry ingredients are folded in

Note: These cakes are light and spongy.

d. Using packaged mixes—A convenience method in which dry ingredients are already combined

Note: This is commonly called the dump method.

4. Preparing cakes

a. Prepare batter according to the type of cake and the preparation method desired.

b. Grease pans with softened shortening and dust with flour or use pan coating mixture; tap out any excess flour.

Note: **Do not** grease pans for foam cakes. Grease on bowls, pans, or utensils causes foam cakes to lose volume.

c. Fill pans one-half to two-thirds full.

Note: Cake pans may also be filled by weight to obtain cakes of consistent size.

d. Tap the bottoms of filled pans lightly to release trapped air bubbles.

Note: This reduces the likelihood of tunnels.

e. Overfilling a pan with cake batter will cause the cake to run over the sides of the pan and collapse.

Information Sheet

f. Bake most cakes in a preheated moderate (350°) oven for the amount of time specified in the recipe.

Note: Cooking times vary according to type and size of cake; foam cakes require longer cooking at a lower temperature.

g. Cool cakes partially for easy removal from the pan; slide a knife around the edge of the pan, invert a plate over the pan, then turn plate and pan right side up in one motion.

Note: Sheet cakes may remain in the baking pans until ready to serve.

h. Cool cakes completely before icing.

5. Standards of quality for cakes containing fat

a. Appearance—Symmetrical shape, slightly rounded top, free from cracks or peaks; uniform light brown except where ingredients darken the color

b. Flavor—Ingredients well blended, free from undesirable flavor from fat, leavening, flavoring, or other ingredients

c. Volume—Light in weight in proportion to size

d. Texture—Tender, moist crumb, feels velvety to the tongue

e. Internal structure—Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

6. Standards of quality for cakes without fat

a. Appearance—Symmetrical shape with level top; uniform dark brown, except where ingredients darken the color

b. Flavor—Delicate flavor, free from excessive flavor of egg, flavoring, or acid

c. Volume—Extremely light weight in proportion to size

d. Texture—Tender, feathery texture, with resilient crumb

e. Internal structure—Fine round grain, evenly distributed cells with thin cell walls, free from tunnels

Information Sheet

7. Common types of icing

a. Buttercream

Note: This is a thick, rich icing often used for decorating.

b. Fudge

c. Flat

d. Boiled

e. Marshmallow

f. Royal

Note: This is a special kind of icing that hardens as it dries and is used to make three-dimensional flowers.

g. Fondant

h. Glaze

Note: This is a thin icing that is drizzled or poured over cakes.

8. Procedures for icing

a. With heavy icing

- Ice the sides.
- Ice the top.
- Bring icing on top and sides together.
- Finish smoothing with spatula dipped in warm water.

b. With thin icing

- Pour the icing on top of the product
- Work icing down the sides.
- Smooth icing off with a spatula.

Information Sheet

9. **Standards of quality for icings**

    a. Appearance—Appropriate for occasion; style and color should be considered

    b. Flavor—Delicate and pleasing, characteristic of kind

    Example: Cherry icing should be red

    c. Texture—Creamy and moist, free from stickiness, crystals, or crust

    d. Distribution—Even, well covered, with no thin spots

    e. Compatibility—Icing suitable to kind of cake

10. **Common types of cookies**

    a. Ice box

    Note: Dough is mixed, shaped into a roll, refrigerated until firm, then cut in slices to bake.

    b. Foam

    Example: Macaroons

    c. Drop

    Note: Dough is mixed, then dropped onto baking sheets from a scoop or pastry bag.

    - Crisp
    - Chewy
    - Soft

    d. Cut-out

    Note: Dough is rolled thin and cut with shaped cookie cutters.

Information Sheet

e. Bar

Note: Dough is baked in a sheet pan, then cut into bars after baking.

- Cake-like
- Chewy
- Crisp

f. Pressed

Note: Dough is forced through a cookie press to form shapes on the baking sheet.

11. General rules for cookie preparation

a. Sift flour to remove lumps.

b. Chill cut-out cookie dough before rolling.

c. Carefully work in leftover dough from rolling with fresh dough.

d. Roll all cookie dough to the same thickness.

e. Grease pans evenly.

f. Portion cookies to the same size.

g. Place cookies on the pan to avoid touching sides of pan or other cookies.

h. Bake cookies until just done.

i. Partially bake thin cookies.

Note: Baking continues for a short time after removing a product from the oven.

j. Allow cookies to cool completely before decorating.

Information Sheet

12. Standards of quality for cookies

a. Appearance—Should be even in shape, have uniform color, and should be characteristic of kind

b. Flavor—Ingredients should be well-blended and free from excessive seasoning

c. Internal structure—Even cells, free from tunnels

Note: A tunnel is an empty space in the baked cookie which is caused by improper mixing.

d. Texture—Thin cookies should be crisp and tender; thick cookies should be chewy and tender

e. Color—Uniform and characteristic of kind

13. Preparing pie shells

a. Cut shortening into flour and salt until particles are the size of peas.

b. Sprinkle water over the flour and shortening mixture until the flour is moistened.

c. Toss lightly to mix.

Note: Dough should cling together and pick up particles from the edge of the bowl.

d. Add a little more water and toss lightly if the dough is too firm or dry to be worked.

e. Divide the dough into portions for pies.

f. Form each portion into a flattened circle.

g. Roll each piece of pastry slightly larger than the size of the pie pan.

h. Transfer rolled pastry to the pie pan.

Note: Pastry may be folded gently into fourths and unfolded in the pan, or rolled gently around the rolling pin for transfer.

i. Press dough firmly to bottom and sides of pan.

j. Trim excess dough from the edge, then flute the rim using thumb and forefinger.

Note: The crust may be filled and baked or pricked with a fork and baked as a pastry shell to fill later. If a double crust pie is desired, fill the unbaked shell and top with a second crust before fluting; cut a slit in the top crust for escaping steam.

Information Sheet

14. **Standards of quality for pie shells**
    a. Appearance—Uniform browning on top and sides, with rough surface almost blistered in appearance
    b. Flavor—Rich flavor of well-blended and properly baked ingredients
    c. Texture—Tender, but free from tendency to crumble, crisp on bottom as well as edges
    d. Grain—Flaky, with easily separated layers
    e. Consistency—Uniform shape of individual items, characteristic of type, does not shrink
15. **Common types of pie fillings**
    a. Fruit
    b. Cream
    c. Chiffon
    d. Custard
16. **Common ways to top pies**
    a. Leave open faced
    b. Solid crust
    c. Lattice crust
    d. Meringue
    e. Whipped cream
    f. Streusel

Information Sheet

17. **Standards of quality for pie fillings and toppings**

    a. Appearance—Smooth, free from cracks; uniform browning where appropriate

    b. Flavor—Characteristic of kind, free from excessive sweetness or uncooked starch

    c. Texture—Characteristic of kind, holds shape when cut, stiff enough to prevent running

    d. Consistency—Firm enough to keep from soaking crust

    e. Compatibility—Filling and topping compatible, characteristic of type of pie

    Examples: Lemon meringue, apple streusel

18. **Preparing puff pastry**

    a. Use a firm fat for layering.

    b. Roll the dough several times.

    Note: Shortening is rolled into the dough in layers.

    c. Use ice water to chill the dough.

    d. Place the dough in the refrigerator before the final rolling.

    e. Prick holes on top of pastry before baking to prevent blisters from forming.

    Note: Frozen forms of puff pastry are available for quantity use in commercial establishments.

19. **Preparing turnovers**

    a. Cut puff pastry dough into squares.

    b. Place filling in the center of each square.

    c. Fold the dough square diagonally to form a triangle.

    d. Seal the edges by pinching or pressing with a fork.

    e. Follow recipe directions for baking.

Information Sheet

20. Methods for preparing choux paste products

a. Line the baking pan with parchment paper.

b. Place choux paste onto baking pan using pastry bag and tip; space one to two inches apart.

c. For eclairs, move the pastry bag in a straight line for three inches, making an oblong shape.

d. For cream puffs, squeeze the pastry bag in one place to form a round shape.

Note: Cream puffs may be placed on baking sheets with a disher.

e. Follow recipe directions for baking and filling.

Desserts
Unit 17

Job Sheet 1—Prepare and Evaluate White Cake

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: White Cake

Yield: 48 servings **Portion:** 2″ × 2½″ slice

Utensils: Mixing bowls, spatula, baker's scale, measuring utensils, baking pan (12″ × 20″ × 2″)

Ingredients	Quantity	Method
Cake flour	1 lb. 8 oz.	1. Preheat oven to 350°F.
Baking powder	1 oz.	2. Grease cake pan and dust lightly with flour.
Shortening	12 oz.	3. Combine cake flour, baking powder, and shortening in mixer bowl; mix on low speed for 2 minutes.
Sugar	1 lb. 8 oz.	4. Scrape down bowl; mix 3 minutes more.
Salt	1½ tsp.	5. Combine sugar, salt, and milk; add to mixer bowl and mix on low speed for 2 minutes.
Milk	1 c.	6. Scrape down bowl; mix 3 minutes more.
Egg whites	8	7. Combine egg whites, milk, and vanilla; add half to batter and mix on low for 30 seconds.
Milk	1¼ tsp.	8. Scrape down bowl; mix 1 minute.
Vanilla	1 T.	9. Add remaining egg-milk mixture; mix on low speed for 1 minute.
		10. Scrape down bowl; mix 2½ minutes.
		11. Pour into prepared baking pan.
		12. Bake at 350°F for 40 to 45 minutes or until cake tests done.
		13. Cool cake completely, then ice if desired.

Notes:
- Six 9-inch round pans may be used. Make 1½ recipe and fill pans with 1 lb. 6 oz. of batter per pan.
- Test for doneness by sticking a toothpick in center of cake; cake is done if pick comes out clean.

☐ 3. Evaluate the white cake.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 1

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Slightly rounded smooth top, free from cracks or peaks Uniform light brown				
Flavor	Blended flavor of ingredients Free from undesirable flavor from fat, leavening, flavoring, or other ingredients				
Texture	Tender, moist crumb Feels velvety to tongue				
Volume	Light in weight in proportion to size				
Internal Structure	Fine round grain Evenly distributed cells with thin walls Free from tunnels				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 1

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 2—Prepare and Evaluate Fudge Cake

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Fudge Cake

Yield: 3 two-layer cakes (48 servings) **Portion:** 1/16 of a cake

Utensils: Mixing bowls, baker's scale, spatula, 9-inch cake pans (6), measuring utensils

Ingredients	Quantity	Method
Shortening	12 oz.	1. Preheat oven to 350°F.
Sugar	2 lb.	2. Grease cake pans and dust lightly with flour.
Vanilla	1 T.	3. Cream shortening, sugar, and vanilla on medium speed for 10 minutes.
Eggs	6	4. Add eggs and mix on medium speed for 5 minutes.
Cocoa	5 oz.	5. Mix cocoa and hot water.
Water, hot	1½ c.	6. Combine flour, salt, and soda.
Cake flour	1 lb. 12 oz.	7. Add dry ingredients alternately with buttermilk and cocoa to creamed mixture on low speed.
Salt	1 tsp.	8. Scrape down bowl. Continue mixing until smooth and ingredients are mixed.
Soda	1½ T.	9. Scale into 6 greased 9-inch layer pans, 1 lb. 4 oz. per pan.
Buttermilk	3 c.	10. Bake at 350°F for 25 to 30 minutes.
Boiled icing (See Job Sheet 4)	1 recipe	11. Cool for 10 minutes; remove from pans.
		12. Cool completely; ice with boiled icing.

☐ 3. Evaluate the fudge cake.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 2

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Slightly rounded smooth top, free from cracks or peaks Uniform dark brown				
Flavor	Rich chocolate flavor Free from undesirable flavor from fat, leavening, flavoring, or other ingredients				
Texture	Tender, moist crumb Feels velvety to tongue				
Volume	Light in weight in proportion to size				
Internal Structure	Fine round grain Evenly distributed cells with thin walls Free from tunnels				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 2

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 3—Prepare and Evaluate Angel Food Cake

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

> **Caution: Cake pans and utensils must be extremely clean. Any fat residue will prevent the cake from rising.**

Job Sheet 3

Name: Angel Food Cake

Yield: 3 cakes (36 servings) **Portion:** 1/12 of a cake

Utensils: Mixing bowls, spatula, measuring utensils, baker's scale, tube cake pans (3)

Ingredients	Quantity	Method
Egg whites	2 lb. 8 oz. (5 c.)	1. Preheat oven to 325°F. 2. Beat egg whites on high speed for 1 minute. **Do not exceed specified time.** 3. Add salt and cream of tartar. 4. Continue beating until egg whites are just stiff enough to hold their shape. 5. Add sugar slowly while mixing on medium speed. 6. Add vanilla. Continue beating on high speed for 2 minutes or until mixture will stand in stiff peaks. **Do not overmix.** 7. Mix sugar and flour. Gradually add to egg whites at low speed. 8. Continue mixing for 2 minutes after last addition. 9. Pour into 3 **ungreased** tube pans. Bake at 325°F for 50 minutes. 10. Immediately upon removal from oven, invert cakes to cool. 11. Cool cakes completely; remove from pans.
Salt	1 tsp.	
Cream of tartar	2 T.	
Sugar	1 lb. 8 oz.	
Vanilla	1 T.	
Almond extract (optional)	1 tsp.	
Sugar	12 oz.	
Cake flour	12 oz.	

Note: Either frozen or fresh egg whites may be used. The frozen egg whites should be approximately 70°F when whipped.

☐ 3. Evaluate the angel food cake.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 3

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	High crown Uniform light brown top				
Flavor	Mild blended flavor of ingredients Free from undesirable flavor from leavening, flavoring, or other ingredients				
Texture	Tender, spongy Feels velvety to tongue				
Volume	Extremely light in weight in proportion to size				
Internal Structure	Fine round grain Evenly distributed cells with thin walls Free from tunnels				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 3

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 4—Prepare and Evaluate Boiled Icing

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Boiled Icing		
Yield: 2½ qts.		
Utensils: Baker's scale, measuring utensils, mixing bowl, wire whip, sifter, thermometer, sauce pan		
Ingredients	**Quantity**	**Method**
Granulated sugar Water, hot Egg whites Powdered sugar, sifted Vanilla	1 lb. 8 oz. 1 c. 9 11 oz. 1 T.	1. Combine sugar and water in sauce pan. 2. Boil without stirring to soft ball stage (238°F). 3. Beat egg whites until frothy. 4. Add 3 oz. powdered sugar and beat on high speed to the consistency of meringue. 5. Add hot syrup slowly while beating until mixture is thick and creamy. 6. Add remaining powdered sugar and vanilla; beat until smooth. 7. Add more sugar if necessary to make icing hold its shape when spread.

Note: This frosting can be kept several days in a covered container in the refrigerator.

☐ 3. Evaluate the boiled icing.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 4

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	White and marshmallow-like				
Flavor	Mildly vanilla Delicate and pleasing				
Texture	Creamy and moist, free from crystals or crust				
Distribution	Even, well covered, with no thin spots				
Compatibility	Icing suitable to kind of cake				

Total Points __________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? __________________

b. If the product was not servable, why? __________________

____

c. Which of the following should be improved? __________________

____

- Measuring
- Temperature
- Mixing
- Preparation

Job Sheet 4

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Desserts
Unit 17

Job Sheet 5—Prepare and Evaluate Butterscotch Cookies

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name: Butterscotch Cookies

Yield: 8 dozen **Portion:** Two cookies

Utensils: Mixing bowls, measuring spoons, baker's scale, mixing spoon, wax paper, baking sheet

Ingredients	Quantity	Method
Butter or margarine	8 oz.	1. Cream butter or margarine, shortening, and sugars.
Shortening	8 oz.	2. Add eggs and vanilla.
Granulated sugar	12 oz.	3. Mix on medium speed for 5 minutes.
Brown sugar	1 lb.	4. Combine dry ingredients.
Eggs	4	5. Add combined dry ingredients, dates, and nuts; mix on low speed until blended.
Vanilla	2 tsp.	6. Divide dough into three 2-pound portions.
Flour	2 lb.	7. Form each third of dough into a 2-inch diameter cylinder; wrap individually in wax paper.
Cream of tartar	2 tsp.	8. Chill rolls of dough for several hours.
Soda	2 tsp.	9. Preheat oven to 400°F.
Dates, finely chopped	8 oz.	10. Cut rolled dough into $\frac{1}{8}$" slices.
Nuts, chopped	8 oz.	11. Bake on ungreased baking sheets for 8 to 10 minutes.
		12. Cool 1 minute and remove from baking sheets.

☐ 3. Evaluate the butterscotch cookies.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 5

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Regular, even shape Not overbaked or underbaked				
Flavor	Well blended butterscotch flavor accented with dates and nuts				
Internal Structure	Even cells, free from tunnels Dates and nuts evenly distributed				
Texture	Chrisp and tender				
Color	Uniform light brown				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 5

c. Which of the following should be improved? ______________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________________

____

____

Desserts
Unit 17

Job Sheet 6—Prepare and Evaluate Brownies

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name: Brownies

Yield: 48 servings **Portion:** 2″ × 2¼″ serving

Utensils: Mixing bowls, measuring spoons, baker's scale, mixing spoon, baking pan (12″ × 18″ × 2″)

Ingredients	Quantity	Method
Eggs Sugar Shortening, melted Vanilla Cake flour Cocoa Baking powder Salt Nuts, chopped	12 2 lb. 1 lb. ¼ c. 12 oz. 8 oz. 4 tsp. 2 tsp. 12 oz.	1. Preheat oven to 325°F. 2. Grease baking pan. 3. Beat eggs on high speed until frothy. 4. Add sugar, shortening, and vanilla; mix on medium speed for 5 minutes. 5. Add combined dry ingredients, mix on low speed for about 5 minutes. 6. Add nuts; mix to blend. 7. Spread mixture evenly in prepared pan. 8. Bake at 325°F for 25 to 30 minutes. **Do not overbake.** 9. While warm, sprinkle with powdered sugar or cover with a thin layer of mocha or chocolate frosting, if desired. 10. Cool completely before cutting.

Notes:
- 3 oz. unsweetened chocolate may be substituted for the cocoa.
- 2 lb. chopped dates may be added.

☐ 3. Evaluate the brownies.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 6

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Cleanly cut edges Regular, even shape Not overbaked or underbaked				
Flavor	Well blended rich chocolate flavor				
Internal Structure	Even cells Free from tunnels Nuts evenly distributed				
Texture	Tender and slightly chewy				
Color	Uniform deep brown				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 6

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 7—Prepare and Evaluate Chocolate Chip Cookies

Name ________________ Attempt Number ________

Date ________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name: Chocolate Chip Cookies

Yield: 8 dozen **Portion:** 2 cookies

Utensils: Mixing bowls, measuring spoons, measuring cups, baker's scale, mixing spoon, No. 60 disher, baking sheets

Ingredients	Quantity	Method
Shortening	6 oz.	1. Preheat oven to 375°F.
Granulated sugar	4 oz.	2. Cream shortening and sugars on medium speed for 5 minutes.
Brown sugar	4 oz.	
Eggs	2	3. Add eggs and vanilla; mix until well blended.
Vanilla	1 tsp.	
Flour	10 oz.	4. Add combined dry ingredients while mixing at low speed.
Salt	1 tsp.	
Soda	1 tsp.	5. Add nuts and chocolate chips; mix on low speed until blended.
Nuts, chopped	8 oz.	
Chocolate chips	12 oz.	6. Drop on lightly greased baking sheets with No. 60 disher, ½ oz. per cookie.
		7. Bake at 375°F for 10 to 12 minutes.
		8. Cool for 1 minute and remove from baking sheets.

☐ 3. Evaluate the chocolate chip cookies.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 7

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Regular, even shape Not overbaked or underbaked				
Flavor	Well blended ingredients accented with chocolate and nuts				
Internal Structure	Even cells Free from tunnels				
Texture	Chewy and tender with slightly crisp edges				
Color	Uniform golden brown				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 7

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

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Desserts
Unit 17

Job Sheet 8—Prepare and Evaluate Sugar Cookies

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name: Sugar Cookies

Yield: 7 dozen **Portion:** 2 cookies

Utensils: Mixing bowls, measuring spoons, baker's scale, mixing spoon, cutting board, rolling pin, cookie cutters, baking sheets, spatula

Ingredients	Quantity	Method
Butter or margarine	8 oz.	1. Preheat oven to 400°F. 2. Cream butter or margarine and sugar on medium speed for 5 minutes. 3. Add eggs and vanilla; blend on medium speed for 2 minutes. 4. Add combined dry ingredients while mixing at low speed until blended. 5. Roll dough ⅛ in. thick on board lightly dusted with flour and sugar mixture. 6. Cut into desired shapes. 7. Lift cookies carefully with metal spatula and place on ungreased cookie sheets. 8. Gather unused dough and roll and cut until all dough is used. 9. Bake at 400°F for 7 minutes. 10. Cool for 1 minute, then remove from baking sheets.
Sugar	8 oz.	
Eggs	2	
Vanilla	2 tsp.	
Flour	12 oz.	
Salt	1 tsp.	
Baking powder	1 tsp.	
Dusting mixture:		
Flour	1 c.	
Sugar	½ c.	

Note: Cookies also may be shaped with a cookie press, or may be measured with a No. 60 disher onto baking sheets about 1½ inches apart and flattened to ¼ inch thickness with a stamper dipped in sugar.

☐ 3. Evaluate the sugar cookies.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 8

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Lightly sugared tops Regular, even shape Not overbaked or underbaked				
Flavor	Well blended ingredients				
Internal Structure	Even cells Free from tunnels				
Texture	Crisp and tender				
Color	Uniform light golden brown				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 8

c. Which of the following should be improved? ______________________

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________

Desserts
Unit 17

Job Sheet 9—Prepare Pie Crust

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Correct number of bottom and top crusts prepared	______
Crusts properly stored for future use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: Pie crusts prepared in this job sheet will be used to prepare the pies in Job Sheets 10, 12, and 13. The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 9

Name: Pie Crust

Yield: 12 bottom crusts and 4 top crusts

Utensils: Mixing bowls, measuring utensils, pastry knife, rolling pin, 8″ pie pans (12), wax paper

Ingredients	Quantity	Method
Flour Shortening Water, cold Salt	2 lb. 1 lb. 8 oz. 1½ to 1¾ c. 1½ T.	1. Mix flour and shortening on low speed until pea-sized particles form, about 1 minute. 2. Add water and salt. 3. Mix on low speed only until a dough is formed, about 40 seconds. **Do not overmix.** 4. Portion into sixteen 4-oz. balls. 5. Let dough stand in refrigerator for 10 minutes before rolling. **Longer chilling will make dough too stiff to roll.** 6. Roll out 12 bottom crusts and 4 top crusts. 7. For bottom crust, roll ball of dough into a circle 2″ larger than the pie pan. 8. Fit crust loosely into pan so that there are no air spaces between the crust and the pan. 9. Trim, allowing ½ in. extra to build up edge. 10. For top crust, roll ball of dough into a circle 1″ larger than the pie pan. 11. Layer the top crusts with sheets of wax paper between them. Store flat until use. 12. Use crusts right away, or refrigerate or freeze until use.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Desserts
Unit 17

Job Sheet 10—Prepare and Evaluate Fruit Pie

Name ____________________ Attempt Number ________

Date ____________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 10

Name: Fruit Pie

Yield: Four 8-inch pies · **Portion:** ⅙ of a pie

Utensils: Baker's scale, sauce pot, measuring utensils, mixing spoon

Ingredients	Quantity	Method
Fruit, water pack Cornstarch Sugar Salt Pie crusts	1 No. 10 can 3 oz. 1½ lb. 1½ tsp. 4 bottom and 4 top crusts (prepared in Job Sheet 9)	1. Preheat oven to 400°F. 2. Drain fruit. Measure liquid and add water and make 3 cups. 3. Bring 2 cups of the liquid to boiling. 4. Mix remaining 1 cup liquid with cornstarch, then add gradually, while stirring, to hot liquid. 5. Cook until thick and clear. 6. While still hot, add sugar and salt. 7. Mix thoroughly and bring to boiling point. 8. Add drained fruit and mix carefully. 9. Cool slightly. 10. Measure 3 c. filling into each unbaked pie shell. Moisten edge of bottom crust with water. 11. Perforate top crust to allow steam to escape. 12. Cover with perforated top crust. 13. Seal edge, trim, and flute edges. Bake at 400°F for 30 minutes.

Notes:

- Recipe may be used for any canned fruit, such as apricot, blackberry, blueberry, cherry, gooseberry, peach, or raspberry (sugar variable).
- For 9-inch pies, use two No. 10 cans fruit, 3½ lbs. sugar (variable), 8 oz. cornstarch, and 1 oz. salt. Use 3½ c. filling per pie.

☐ 3. Evaluate the fruit pie.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 10

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Uniform browning of top and sides, with rough surface almost blistered in appearance				
Flavor	Characteristic of kind Free from excessive sweetness or uncooked starch Rich flavor of well-blended and properly baked ingredients				
Texture	Crust tender, but free from tendency to crumble; crisp on bottom as well as edges Filling characteristic of kind; holds shape when cut; stiff enough to prevent running				
Grain	Flaky crust with easily separated layers Crust crisp, not soaked with juice				
Consistency	Uniform shape and size Filling characteristic of type of pie				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ____________________

b. If the product was not servable, why? ____________________

____

Job Sheet 10

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 11—Prepare Meringue Topping

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules followed	______
Meringue stiff but not dry	______
Meringue stored properly until use	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: Meringue will be used to top the cream pies prepared in Job Sheet 12. The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 11

Name: Meringue for Pies

Yield: Topping for 4 pies

Utensils: Mixing bowl, wire whip, measuring utensils

Ingredients	Quantity	Method
Egg whites Salt Sugar	8 (1 c.) ¼ tsp. ½ lb.	1. Add salt to egg whites and whip past frothy stage on high speed for approximately 1½ minutes. 2. Add sugar gradually while beating. 3. Beat until sugar has dissolved. The meringue should be stiff enough to hold peaks but not dry. 4. Store in refrigerator **only long enough to prepare pies** in Job Sheet 12.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Desserts
Unit 17

Job Sheet 12—Prepare and Evaluate Cream Pie

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 12

Name:	Cream Pie		
Yield:	Four 8-inch pies	**Portion:**	⅙ of a pie
Utensils:	Baker's scale, measuring utensils, wire whip, sauce pan		

Ingredients	Quantity	Method
Pie crusts	4 (prepared in Job Sheet 9)	1. Preheat oven to 425°F. 2. Flute edges and prick crusts with fork. Bake at 425°F for 10 minutes or until light brown. Remove from oven; turn oven back to 375°F.
Milk	1½ qt.	
Cornstarch	5½ oz.	
Sugar	1 lb. 2 oz.	3. Heat milk to boiling point.
Salt	1 tsp.	4. Mix dry ingredients. Add cold milk and stir until smooth.
Milk, cold	1 pt.	
Egg yolks, beaten	8	5. Add to hot milk gradually, stirring briskly with a wire whip. Cook over hot water until smooth and thick, approximately 10 minutes.
Butter or margarine	¼ c.	
Vanilla	4 tsp.	
Meringue	(Prepared in Job Sheet 11)	6. Add, while stirring, a small amount of hot mixture to the beaten egg yolks. 7. Add remaining hot mixture, stirring constantly. Stir slowly and cook for 5 to 10 minutes. Remove from heat. 8. Add butter or margarine and vanilla. 9. Pour 3 c. filling into each baked pie shell. 10. Spread meringue on filling while it is hot; it should touch all edges of the crust. 11. Brown in oven at 375°F for 12 minutes.

Note: The following are variations of the basic cream pie.

- Banana Cream Pie: Slice 1 large banana in each pie shell before adding cream filling.
- Chocolate Cream Pie: Add 3 oz. cocoa and 1½ oz. sugar. Omit ½ oz. cornstarch.
- Coconut Cream Pie: Add 5 oz. toasted coconut to filling and sprinkle 1 oz. coconut over meringue before browning.

☐ 3. Evaluate the cream pie.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 12

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Smooth, free from cracks Uniform brown Meringue not drawn away from crust				
Flavor	Characteristic of kind Free from excessive sweetness or uncooked starch				
Texture	Smooth and creamy Holds shape when cut, stiff enough to prevent running				
Consistency	Crust crisp and unsoaked Meringue not watery				
Compatibility	Filling and topping compatible Characteristic of type of pie				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 12

c. Which of the following should be improved? ________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 13—Prepare and Evaluate Custard Pie

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range, oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 13

Name: Custard Pie		
Yield: Four 8-inch pies	**Portion:** ⅙ of a pie	
Utensils: Pie pans, mixing bowl, measuring utensils, mixing spoon		
Ingredients	**Quantity**	**Method**
Pie crusts	4 (prepared in Job Sheet 9)	1. Preheat oven to 450°F. 2. Flute edges of prepared pie shells. 3. Scald milk.
Eggs	12	4. Beat eggs slightly.
Sugar	12 oz.	5. Add sugar, salt, and vanilla; mix.
Salt	½ tsp.	6. Add hot milk, slowly at first, then more rapidly.
Vanilla	1 T.	
Milk	½ gal.	7. Pour equal amounts into unbaked pie shells.
Nutmeg	1 tsp.	8. Sprinkle nutmeg over tops. 9. Bake for 15 minutes at 450°F, then reduce temperature to 350°F and bake for 20 minutes more. The custard filling is done when a knife inserted half way between the edge and center comes out clean.

Note: Coconut custard pie may be made by adding ½ lb. flaked coconut. Omit nutmeg.

☐ 3. Evaluate the custard pie.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 13

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Smooth, free from cracks Nutmeg evenly distributed				
Flavor	Rich flavor of eggs and nutmeg Free from excessive sweetness or uncooked starch				
Texture	Smooth, almost slick Holds shape when cut, stiff enough to prevent running				
Compatibility	Filling complemented by nutmeg, not overwhelmed				
Consistency	Crust crisp and unsoaked				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

Job Sheet 13

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Desserts
Unit 17

Job Sheet 14—Prepare Custard Filling

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules followed	______
Custard creamy and thick, not runny	______
Custard stored properly for use in cream puffs	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The custard filling prepared in this job sheet will be used to fill the cream puffs prepared in Job Sheet 15. The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 14

Name: Custard Filling
Yield: 3 qts. (to fill 50 cream puffs)
Utensils: Baker's scale, measuring utensils, wire whip, double boiler

Ingredients	Quantity	Method
Cornstarch	6 oz.	1. Combine dry ingredients.
Sugar	1 lb.	2. Add cold milk and stir until smooth.
Salt	½ tsp.	3. Add cold mixture to hot milk, stirring constantly.
Milk, cold	2 c.	4. Cook over hot water until thick.
Milk, hot	2½ qt.	5. Add eggs gradually to thickened mixture. Cook 7 minutes.
Eggs, beaten	10	6. Remove from heat. Add vanilla. Cool.
Vanilla	2 tsp.	7. Store in refrigerator until ready to use.

Note: Custard filling may also be used to fill layer cakes. One-third recipe will fill three 9-inch cakes.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Desserts
Unit 17

Job Sheet 15—Prepare and Evaluate Cream Puffs

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven, mixer

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 15

Name: Cream Puffs

Yield: 50 **Portion:** 1 cream puff

Utensils: Mixing bowl, flat beater, baker's scale, measuring utensils, baking sheets, No. 24 disher, No. 16 disher or pastry bag, parchment paper, knife

Ingredients	Quantity	Method
Butter or margarine	1 lb.	1. Preheat oven to 425°F.
Water, boiling	1 qt.	2. In mixing bowl, melt butter or margarine in boiling water.
Flour	1 lb. 3 oz.	3. Add flour and salt all at once.
Salt	1 tsp.	4. Beat vigorously.
Eggs	16	5. Remove from heat as soon as mixture leaves sides of bowl.
Custard filling	3 qt. (Prepared in Job Sheet 14)	6. Cool slightly.
Powdered sugar	To dust	7. Add eggs, one at a time, beating on high speed after each addition.
		8. Drop batter with No. 24 disher onto baking sheet lined with parchment paper.
		9. Bake for 15 minutes at 425°F, then reduce temperature to 375°F and bake for 30 minutes more.
		10. Cool completely.
		11. When ready to use, make cut in top of each puff with a sharp knife.
		12. Fill with custard filling using a No. 16 disher or pastry bag.
		13. Dust lightly with powdered sugar.

Note: A popular variation is the eclair. Shape cream puff mixture with pastry tube into 3- to 4½-in. strips. Bake. Split lengthwise. Fill with custard filling and ice with chocolate glaze.

☐ 3. Evaluate the cream puffs.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Job Sheet 15

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Shells should be smooth, free from cracks Uniformly browned				
Flavor	Rich custard flavor Free from excessive sweetness or uncooked starch				
Texture	Tender and light Holds shape				
Consistency	Shell crisp and unsoaked Filling smooth and creamy				
Compatibility	Filling and shell compatible				

Total Points ______________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ____________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ____

____

____

Breakfast Cookery
Unit 18

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare various breakfast menu items. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to breakfast cookery with their correct definitions.
2. Complete statements concerning features unique to the breakfast meal.
3. Select true statements concerning continental breakfasts.
4. Select common breakfast foods.
5. Arrange in order steps in preparing to serve breakfast.
6. List common condiments.
7. Prepare scrambled eggs. (Job Sheet 1)
8. Prepare fried eggs. (Job Sheet 2)
9. Prepare simmered eggs. (Job Sheet 3)
10. Prepare poached eggs. (Job Sheet 4)
11. Prepare an omelet. (Job Sheet 5)
12. Prepare pancakes. (Job Sheet 6)
13. Prepare hash brown potatoes. (Job Sheet 7)
14. Prepare blanched link sausage. (Job Sheet 8)
15. Prepare blanched bacon. (Job Sheet 9)

Breakfast Cookery
Unit 18

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of the unit evaluation form.
6. Provide student with unit of instruction.
7. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Arrange for the class to visit a hotel coffee shop or breakfast specialty restaurant to observe preopening setup. Have students take notes and write a brief description of their observations. Skill area: **writing**.

2. Invite a breakfast cook to class to demonstrate skills such as egg turning, omelet preparation, and pancake flipping. Allow students to practice these skills.

3. Have students prepare oatmeal or other hot cereal, then discuss standards of quality with the class. Skill areas: **listening** and **oral communication**.

4. Have students prepare posters featuring their favorite breakfast foods. Each poster should represent a complete breakfast, with emphasis on nutrition. Skill areas: **science** and **creative thinking**.

Resources Used in Developing This Unit

1. Folsom, LeRoi. *The Professional Chef*, 4th Ed. New York: Van Nos Reinhold, 1983.

2. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Breakfast Cookery
Unit 18

Answers to Written Test

1. a. 13
   b. 4
   c. 7
   d. 8
   e. 20
   f. 11
   g. 12
   h. 9
   i. 5
   j. 2
   k. 10
   l. 6
   m. 1
   n. 3
   o. 14
   p. 17
   q. 22
   r. 15
   s. 23
   t. 19
   u. 24
   v. 16
   w. 18
   x. 21

2. a. Cooked
   b. Short
   c. Hot
   d. Quickly
   e. Condiments
   f. Eaten

3. a, c, d

4. a, b, c, e, f, h, i, j, k, l

5. a. 2
   b. 4
   c. 3
   d. 6
   e. 1
   f. 5

6. Any six of the following:

   a. Soft or whipped margarine or butter
   b. Syrup
   c. Honey
   d. Jelly
   e. Jam
   f. Gravy
   g. Cream
   h. Ketchup
   i. Specialties

Breakfast Cookery
Unit 18

Written Test

Name ______________________________ Score ______________

1. Match the terms on the right with their correct definitions.

_______a. To partially cook by simmering in water

_______b. Bread dipped in a mixture of egg and milk then sautéed or fried

_______c. An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes

_______d. Sliced, cooked potatoes sautéed to a golden brown

_______e. Boiled potatoes, diced or shredded and sautéed until they have a crisp golden brown crust

_______f. An egg cooked until the yolk is completely coagulated

_______g. A cereal product made from corn and often served in place of potatoes

_______h. A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake

_______i. A device used to portion the correct amount of batter onto the surface of a waffle iron

_______j. Food items that can be quickly prepared upon request

_______k. To cook food ahead of time either partially or completely to permit speedy final cooking or reheating

_______l. A thin flat cake made of batter cooked on both sides, usually on a grill

1. Poach
2. Short orders
3. Scramble
4. French toast
5. Waffle dropper
6. Pancake
7. Waffle iron
8. Home fries
9. Waffle
10. Precook
11. Hard-cooked
12. Grits
13. Blanch

Written Test

______m. To cook eggs with shells removed by simmering them in shallow water

______n. To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked

______o. Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan

______p. An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid

______q. An inaccurate term sometimes used to describe eggs that are cooked in their shells

______r. A late breakfast, an early lunch, or a combination of the two

______s. A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg, and hollandaise sauce

______t. Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side

______u. An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

______v. A method of egg cookery in which eggs are removed from the shells and cooked in a small amount of fat

______w. Eggs that are fried without being turned over

______x. Changed from a liquid to a thickened state

14. Country style
15. Brunch
16. Frying
17. Soft-cooked
18. Sunny side up
19. Eggs over easy
20. Hash browns
21. Coagulated
22. Boiled
23. Eggs Benedict
24. Omelet

Written Test

2. Complete the following statements concerning features unique to the breakfast meal.

   a. Food is ________________________ to order.

   b. Food takes a ________________________ amount of time to prepare.

   c. Food must be served ________________________.

   d. Guests want to eat ________________________.

   e. Many ________________________ are served.

   f. Breakfast may be ________________________ any time of the day.

3. Select true statements concerning continental breakfasts by placing an "X" in each appropriate blank.

   ______a. Fruit or juice is served as part of the breakfast.

   ______b. This type of breakfast is popular in hospitals.

   ______c. A continental breakfast requires no cooking.

   ______d. Toast or pastry is part of the breakfast.

4. Select common breakfast foods by placing an "X" in each appropriate blank.

   ______a. French toast

   ______b. Scrambled eggs

   ______c. Pancakes

   ______d. Iced tea

   ______e. Bacon

   ______f. Cereal

   ______g. French fried potatoes

   ______h. Waffles

   ______i. Fruit or juice

   ______j. Doughnut

   ______k. Milk

   ______l. Crepes

991

Written Test

5. Arrange in order the following steps in preparing to serve breakfast by numbering from 1 through 6.

    ______a. Prepare pancake and waffle batters, and dipping mixture for French toast.

    ______b. Portion fruits.

    ______c. Cook hot cereal.

    ______d. Warm plates.

    ______e. Break eggs into a large container to scramble and individual cups to fry, poach, or make omelets.

    ______f. Place meat on pans for cooking.

6. List six common condiments.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

***Permission to duplicate this test is granted.**

Breakfast Cookery
Unit 18

Unit Evaluation Form

Student Name ______________________ Unit Rating __________

Job Sheet 1—Prepare Scrambled Eggs Rating ______

Comments: ______________________

Job Sheet 2—Prepare Fried Eggs Rating ______

Comments: ______________________

Job Sheet 3—Prepare Simmered Eggs Rating ______

Comments: ______________________

Job Sheet 4—Prepare Poached Eggs Rating ______

Comments: ______________________

Job Sheet 5—Prepare an Omelet Rating ______

Comments: ______________________

Job Sheet 6—Prepare Pancakes Rating ______

Comments: ______________________

Job Sheet 7—Prepare Hash Brown Potatoes Rating ______

Comments: ______________________

Job Sheet 8—Prepare Blanched Link Sausage Rating ______

Comments: ______________________

Unit Evaluation Form

Job Sheet 9—Prepare Blanched Bacon Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________ Date __________

Student Signature ______________________ Date __________

***Permission to duplicate this form is granted.**

Breakfast Cookery
Unit 18

Information Sheet

1. **Terms and definitions**

    a. **Blanch** — To partially cook by simmering in water

    b. **Boiled** — An inaccurate term sometimes used to describe eggs that are cooked in their shells

    Note: Boiled eggs are more accurately called simmered eggs.

    c. **Brunch** — A late breakfast, an early lunch, or a combination of the two

    d. **Coagulated** — Changed from a liquid to a thickened state

    e. **Country style** — Fried eggs that have a film of white covering the yolk as a result of their being cooked in a lidded pan

    f. **Eggs Benedict** — A special dish in which a toasted English muffin half is topped with Canadian bacon, a poached egg, and hollandaise sauce

    g. **Eggs over easy** — Fried eggs that are partially cooked on one side and turned over to finish cooking on the other side

    h. **French toast** — Bread dipped in a mixture of egg and milk, then sautéed or fried

    i. **Frying** — A method of egg cookery in which eggs are removed from the shells and cooked in a small amount of fat

    j. **Grits** — A cereal product made from corn and often served in place of potatoes

    k. **Hard-cooked** — An egg cooked until the yolk is completely coagulated

    l. **Hash browns** — Boiled potatoes, diced or shredded and sautéed until they have a crisp golden brown crust

    m. **Home fries** — Sliced, cooked potatoes sautéed to a golden brown

    n. **Omelet** — An egg product prepared by pouring beaten eggs into a greased pan, cooking them without stirring until they are set, and then folding or rolling the product for service

    Note: Cheese, ham, vegetables, etc., may be added to the omelet before folding.

Information Sheet

o. **Pancake** — A thin flat cake made of batter cooked on both sides, usually on a grill

Note: Pancakes are sometimes called hotcakes.

p. **Poach** — To cook eggs with shells removed by simmering them in shallow water

q. **Precook** — To cook food ahead of time either partially or completely to permit speedy final cooking or reheating

r. **Scramble** — To cook beaten eggs in a greased skillet or fry pan and, throughout the cooking process, repeatedly lift small sections as the bottom portions become cooked

s. **Short orders** — Food items that can be quickly prepared upon request

t. **Soft-cooked** — An egg cooked in the shell unit until the white is mostly firm and the yolk is slightly thickened but still liquid

u. **Sunny side up** — Eggs that are fried without being turned over

v. **Waffle** — A thin cake made of batter baked in an appliance that leaves a gridlike pattern indented in the cake

w. **Waffle dropper** — A device used to portion the correct amount of batter onto the surface of a waffle iron

x. **Waffle iron** — An appliance with two electrically heated hinged parts that close around batter and imprint a pattern on it as it bakes

2. **Features unique to the breakfast meal**

a. Food is cooked to order.

b. Food takes a short amount of time to prepare.

c. Food must be served hot.

Note: The food loses quality and appetite appeal as it cools to room temperature.

d. Guests want to eat quickly.

Note: Breakfast is not a conversation meal and guests often have a limited time.

e. Many condiments are served.

f. Breakfast may be eaten any time of the day.

Information Sheet

3. **Continental breakfasts**

   a. Include fruit or juice, toast or pastry, and coffee

   b. Require no cooking

   b. Are becoming very popular in motels, hotels, and restaurants

4. **Common breakfast foods**

   a. Eggs

   - Scrambled
   - Fried

     Note: A basted egg is a form of fried egg.

   - Poached
   - Hard- or soft-cooked
   - Omelet

   b. Pancakes

   c. Waffles

   d. Crepes

   e. Breads

   - Plain toast
   - French toast
   - Cinnamon toast
   - Biscuits
   - Muffins

   f. Hash brown potatoes

Information Sheet

g. Cereals

- Hot

  Example: Oatmeal

- Cold

  Examples: Corn flakes, raisin bran

h. Fruits or juices

- Orange
- Grapefruit
- Prune

  Note: Seasonal fruits which may be served include various types of melons and strawberries.

i. Meats

- Bacon
- Ham
- Sausage
  - — Links
  - — Patties

j. Pastries

- Doughnuts
- Sweet rolls
- Coffee cake

k. Beverages

- Milk
- Hot tea
- Coffee
- Hot chocolate

Information Sheet

5. Steps in preparing to serve breakfast

a. Break eggs into a large container to scramble and individual cups to fry, poach, or make omelets.

b. Prepare pancake and waffle batters, and dipping mixture for French toast.

c. Cook hot cereal.

d. Portion fruits.

e. Place meat on pans for cooking.

Note: Meat may be prepared the evening before breakfast, then reheated. It may be cooked in oven, on grill, or in fryer. Some menus call for meats to be cooked to order.

f. Warm plates.

6. Common condiments

Note: Condiments may be served with pancakes, waffles, French toast, bread, cereal, eggs, or the entree.

a. Soft or whipped margarine or butter

b. Syrup

c. Honey

d. Jelly

e. Jam

f. Gravy

g. Cream

h. Ketchup

i. Specialties

Examples: Nuts, coconut, powdered sugar

Breakfast Cookery
Unit 18

Job Sheet 1—Prepare Scrambled Eggs

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Eggs pleasing in consistency, flavor, texture, and appearance; not over- or undercooked, or greasy	______
Eggs served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name: Scrambled Eggs		
Yield: One portion		**Portion:** Two eggs
Utensils: Egg skillet, fork, bowl, wire whip		
Ingredients	**Quantity**	**Method**
Eggs Liquid, if desired (water, cream, milk) Fat (butter, margarine, shortening, or bland oil)	2 1 T. To coat bottom of skillet	1. Break eggs into bowl. 2. Beat slightly with wire whip. 3. Add small amount of liquid to eggs in bowl; mix. 4. Heat fat in egg skillet until it is hot enough to begin coagulating eggs when they are placed in it. 5. Place eggs in heated fat in egg skillet. 6. Stir gently with fork until cooked to desired consistency. Eggs should be cooked soft unless ordered otherwise.

Note: Scrambled eggs may also be prepared on the grill.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 2—Prepare Fried Eggs

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Eggs pleasing in consistency, flavor, texture, and appearance; not over- or undercooked, or greasy	______
Eggs served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name:	Fried Eggs		
Yield:	One portion	**Portion:**	Two eggs
Utensils:	Egg skillet, slotted spatula, small dish		

Ingredients	Quantity	Method
Fat (butter, margarine, shortening, or bland oil) Eggs	To coat bottom of skillet 2	1. Heat fat in egg skillet until it is hot enough to set the eggs in a few minutes, but not hot enough to brown the whites. Use only enough fat to prevent sticking, excess will cause eggs to be greasy. 2. Break eggs into small dish. 3. Slip eggs into heated fat in skillet. 4. Cook in the manner desired. a. Basted--Drip a little hot fat over yolk while cooking or place cover on skillet while cooking. b. Over easy--Turn eggs over and cook briefly on other side. c. Sunny side up--Do not turn eggs.

Note: Fried eggs may also be prepared on the grill.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

Breakfast Cookery
Unit 18

Job Sheet 3—Prepare Simmered Eggs

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Water maintained at simmer during cooking	______
Eggs pleasing in consistency, flavor, texture, and appearance; not over- or undercooked, or greasy	______
Eggs served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Simmered Eggs

Yield: One portion **Portion:** Two eggs

Utensils: Sauce pot, slotted spoon, thermometer

Ingredients	Quantity	Method
Eggs Water	2	**Method A** This method is used for eggs that are kept refrigerated. 1. Place eggs in sauce pot, add enough cold water to cover. 2. Bring water to boil. 3. Reduce heat to simmer. 4. Cook to desired degree of doneness. (See notes.) **Method B** This method is used for room temperature eggs. 1. Bring water to a boil in sauce pot. 2. Place room temperature eggs in boiling water. 3. Return to simmering point. 4. Cook to desired degree of doneness. (See notes.)

Notes:
- **Method A:** (After water is simmering) Soft-cooked—1 to 2 minutes; Medium-cooked—3 to 5 minutes; Hard-cooked—8 to 10 minutes.
- **Method B:** (After water is simmering) Soft-cooked—3 to 5 minutes; Medium-cooked—7 to 9 minutes; Hard-cooked—12 to 15 minutes.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 4—Prepare Poached Eggs

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Water maintained at simmer during cooking	______
Eggs pleasing in consistency, flavor, texture, and appearance; not over- or undercooked, or greasy	______
Eggs served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 4

Name: Poached Eggs

Yield: One portion **Portion:** Two eggs

Utensils: Shallow sauce pan, skimmer, vegetable dish

Ingredients	Quantity	Method
Water Eggs	2	1. Fill sauce pan with enough water to just cover eggs. 2. Bring water to boil, then reduce heat so simmering point is maintained. 3. Break eggs individually into vegetable dish. 4. Slide eggs gently into water from dish. 5. Cook to desired degree of doneness. 6. Remove with skimmer. 7. Drain well.

Note: If eggs being used have thin whites, the cooking water should be salted to help prevent whites from spreading; add 1 teaspoon of salt to 1 quart of water or for smaller amounts, proportion accordingly. A small amount of vinegar may be used in place of salt.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 5—Prepare an Omelet

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Omelet pleasing in consistency, flavor, texture, and appearance; not over- or undercooked, or greasy	______
Omelet served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range or grill

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 5

Name:	Omelet		
Yield:	One portion	**Portion:**	One omelet
Utensils:	Egg skillet, spatula, wire whip, mixing bowl		

Ingredients	Quantity	Method
Fat (butter, margarine, or bland oil) Eggs Liquid, if desired (cream, milk, water)	To coat bottom of skillet 3 1 T.	1. Break eggs into mixing bowl. 2. Whip lightly, adding small amount of liquid if desired. 3. Heat fat in egg skillet until it is hot enough to begin coagulating eggs when they are placed in it. 4. Pour eggs into hot fat in egg skillet. 5. Pull egg slightly away from side of skillet with spatula as it coagulates, tilting pan and letting liquid portion run to the side. 6. When still wet on top but firmly set, fold in manner desired. 7. Tilt pan away from you and at an angle, slide omelet to far side and part way up side of pan. 8. When lightly browned invert on serving plate with brown side up.

Notes:
- Methods of folding: Three way fold—Fold in thirds from each side; Pancake fold—Fold in half; Rolled—Roll from edge to other side.
- Omelet may be filled with desired items, such as sautéed mushrooms, diced ham, or vegetables.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 6—Prepare Pancakes

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Pancakes thoroughly cooked to light golden brown	______
Pancakes served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Mixer, griddle

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 6

Name: Pancakes

Yield: 100 four-inch pancakes **Portion:** Two pancakes

Utensils: Mixing bowls, spatula, 2 oz. ladle

Ingredients	Quantity	Method
Flour Baking powder Salt Sugar Eggs Milk Fat, melted and cooled, or oil	4 lb. 8 oz. 4 oz. 2 T. 12 oz. 12 3½ qt. 12 oz.	1. Combine dry ingredients in mixer bowl; set aside. 2. Beat eggs until light. 3. Add milk and fat; mix. Add to dry ingredients. 4. Mix on low speed for 30 seconds. 5. If batter is thicker than desired, thin with milk. 6. Use 2 oz. ladle to place batter on hot griddle. 7. Bake until surface of cake is full of bubbles. Turn and finish baking.

Note: For blueberry pancakes, add 1 lb. well-drained blueberries to batter after cakes are mixed. Handle carefully to avoid mashing berries.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 7—Prepare Hash Brown Potatoes

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Hash brown potatoes thoroughly cooked to golden brown color; not greasy	______
Hash brown potatoes served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 7

Name: Hash Brown Potatoes **Yield:** 50 portions **Portion:** 4 ounces **Utensils:** Skillet, spatula		
Ingredients	**Quantity**	**Method**
Salad oil or margarine Potatoes, cooked, peeled, chopped or shredded, refrigerated Salt Pepper Parsley, chopped	1 lb. 12 lb. E.P. To taste To taste To garnish	1. Heat salad oil or margarine in skillet with beveled lip. When hot, add potatoes to ¾ full. Season lightly with salt and pepper. 2. Cook over high heat several minutes, turning over occasionally until potatoes are heated through. 3. Allow potatoes to brown well on the bottom. Turn entire mass over, being careful not to disturb the golden crust. 4. Brown evenly on the other side. 5. Turn once more and sprinkle with chopped parsley before serving.

Notes:
- Leftover baked potatoes may be used. Care must be taken to prevent them from drying and discoloring.
- Potatoes may be cooked on griddle instead of skillet.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 8—Prepare Blanched Link Sausage

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation procedures followed	______
Safe temperature of sausages maintained throughout preparation and storage	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 8

Name: Blanched Link Sausage

Yield: 50 portions **Portion:** Three 1-ounce links

Utensils: Stock pot, colander

Ingredients	Quantity	Method
Sausage links (1 oz.)	150	1. Place sausages in stock pot. 2. Cover with cold water. 3. Bring water to a boil. 4. Immediately remove sausages to colander in sink. 5. Run cold water over sausages until completely cooled. 6. Separate links and refrigerate. 7. Heat and brown individual portions as ordered.

Note: Blanching sausages will remove excess grease, and prevent splitting or breaking of the sausage casings.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Breakfast Cookery
Unit 18

Job Sheet 9—Prepare Blanched Bacon

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules followed with special care when pouring hot grease	______
Bacon maintained at a safe temperature throughout preparation and storage	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Oven

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 9

Name: Blanched Bacon
Yield: 50 portions **Portion:** Three slices
Utensils: Sheet pans, hotel pans, absorbent toweling, tongs, grease container

Ingredients	Quantity	Method
Bacon (20-22 count)	150 slices	1. Preheat oven to 350°F. 2. Separate bacon slices and place in a single layer on sheet pans. 3. Place in 350°F oven and cook until half done. **Do not overcook.** 4. Pour off accumulated drippings. **Use extreme care when pouring hot grease to prevent serious burns.** 5. Transfer bacon to hotel pans for refrigeration and holding. 6. Complete cooking on grill to order.

Notes:
- A wooden dowel may be placed across hotel pan to hold center of bacon higher than ends. This will aid in further draining of bacon.
- Blanching bacon reduces shrinkage, curling, and improves appearance.
- Bacon may also be cooked on the griddle.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Beverages
Unit 19

Objective Sheet

Unit Objective

After completing this unit, the student should be able to prepare various beverages. The student should demonstrate these competencies by completing the job sheets, and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to beverages with their correct definitions.
2. List factors affecting coffee quality.
3. Complete standards of quality for coffee.
4. Select factors affecting tea quality.
5. Complete standards of quality for tea.
6. List other common beverages.
7. Match convenience beverages with their variations.
8. Complete statements concerning reconstituting convenience beverages.
9. Prepare and evaluate iced tea. (Job Sheet 1)
10. Prepare cocoa. (Job Sheet 2)
11. Prepare foundation punch. (Job Sheet 3)

Beverages
Unit 19

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss the job sheets and demonstrate the procedures outlined in the job sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile job sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Invite a coffee distributor to give a demonstration on preparation of coffee. Discuss the various blends of coffee and allow the students to taste different kinds, making notes regarding aroma, color, strength, flavor, etc. Encourage class discussion on their findings. Skill areas: **writing, oral communication, listening,** and **critical thinking**.
2. Have a carbonated beverage distributor conduct a demonstration on servicing equipment. Have students practice using the equipment.
3. Review with the class the pertinent sections of Unit 4, "Use and Care of Equipment."

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production*. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.
2. Shugart, Grace and Mary Molt. *Food for Fifty*, 8th Ed. New York: Macmillan, 1989.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher or student edition. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Beverages
Unit 19

Answers to Written Test

1. a. 8 f. 5
b. 1 g. 10
c. 3 h. 4
d. 6 i. 2
e. 9 j. 7

2. a. Type and condition of ground coffee
b. Proportion of water to ground coffee
c. Care in preparation
d. Holding temperature
e. Care of equipment

3. a. Fresh
b. Bitter
c. Aroma
d. Strength
e. Clear
f. Served

4. a, c, d

5. a. Brisk
b. Pleasing
c. Medium
d. Particles
e. Temperature

6. Any five of the following:

a. Cocoa
b. Hot chocolate
c. Fruit juices
d. Milk products
e. Carbonated products
f. Punches

7. a. 4
b. 5
c. 3
d. 1
e. 2

8. a. Directions
b. Weigh
c. Syrup

Beverages
Unit 19

Written Test

Name ______________________________ Score ____________

1. Match terms related to beverages with their correct definitions.

______a. Chocolate flavored beverage made from whole milk

______b. Coffee made from beans which have had the caffeine extracted

______c. Frozen drink product which has had part of the water removed

______d. Stimulant contained in coffee

______e. Powdered chocolate from which about half the fat has been removed

______f. Drink brewed from dried leaves of the tea plant

______g. Brewed drink made from ground roasted coffee beans

______h. Milk which contains almost no fat

______i. Small cup of black coffee served after dinner

______j. Roasted cocoa beans ground into a fine powder and pressed into cakes, usually with sugar

1. Decaffeinated coffee
2. Demitasse
3. Frozen concentrate
4. Skim milk
5. Tea
6. Caffeine
7. Chocolate squares
8. Chocolate milk
9. Cocoa
10. Coffee

2. List the five factors affecting coffee quality.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Written Test

3. Complete the following standards of quality for coffee.

   a. Flavor should be ____________________, not stale.

   b. Taste should be mellow, not ____________________.

   c. ____________________ should be pleasing.

   d. ____________________ should be medium as indicated by a rich brown color.

   e. Appearance should be ____________________ with no visible particles or oiliness.

   f. Temperature should be hot when ____________________.

4. Select factors affecting tea quality by placing an "X" in each appropriate blank.

   ______a. Proportion of tea to water

   ______b. Speed in brewing

   ______c. Freshness of boiled water used

   ______d. Brewing container

   ______e. Allowance made for dilution due to larger quantity of servings needed

5. Circle the word(s) which best complete the following standards of quality for tea.

   a. Flavor should be (brisk, flat) and somewhat tart but not bitter.

   b. Aroma should be (heavy, pleasing).

   c. Strength should be (weak, medium) as indicated by a light brown, golden color.

   d. Appearance should be clear, with no visible (particles, leaves) or oiliness.

   e. (Cup, Temperature) should be hot for hot tea and cold for iced tea.

Written Test

6. List five other common beverages.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

7. Match the convenience beverages on the right with their variations.

______a. Instant crystals; concentrate for use in machines; individual service packets

______b. Fresh; canned; frozen concentrate

______c. Concentrate for use in machines; individual bags

______d. Dry powder base; concentrate for use in machines; individual service packets

______e. Fresh; canned; frozen concentrate; instant powders

1. Hot chocolate
2. Punches
3. Tea
4. Coffee
5. Fruit juices

8. Complete the following statements concerning reconstituting convenience beverages.

a. Follow ______________________.

b. ______________________ or measure accurately.

c. Make sweetener into a simple ______________________ for ease in blending.

*Permission to duplicate this test is granted.

Beverages
Unit 19

Unit Evaluation Form

Student Name ______________________________ Unit Rating __________

Job Sheet 1—Prepare and Evaluate Iced Tea Rating ______

Comments: ____

____

Job Sheet 2—Prepare Cocoa Rating ______

Comments: ____

____

Job Sheet 3—Prepare Foundation Punch Rating ______

Comments: ____

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ____

____

Teacher Signature ______________________________ Date __________

Student Signature ______________________________ Date __________

*Permission to duplicate this form is granted.

Beverages
Unit 19

Information Sheet

1. **Terms and definitions**

   a. **Caffeine** — Stimulant contained in coffee

   b. **Chocolate squares** — Roasted cocoa beans ground into a fine powder and pressed into cakes, usually with sugar

   c. **Chocolate milk** — Chocolate flavored beverage made from whole milk

   d. **Cocoa** — Powdered chocolate from which about half the fat has been removed

   e. **Coffee** — Brewed drink made from ground roasted coffee beans

   f. **Decaffeinated coffee** — Coffee made from beans which have had the caffeine extracted

   g. **Demitasse** — Small cup of black coffee served after dinner

   h. **Frozen concentrate** — Frozen drink product which has had part of the water removed

   i. **Skim milk** — Milk which contains almost no fat

   j. **Tea** — Drink brewed from dried leaves of the tea plant

2. **Factors affecting coffee quality**

   a. Type and condition of ground coffee

   - Blend

   - Suitability to equipment

   - Freshness

     Note: Freshness deteriorates rapidly after grinding or opening package; protect from heat, moisture, and air. Tightly closed coffee may be stored in the refrigerator or freezer.

   b. Proportion of water to ground coffee

   c. Care in preparation

Information Sheet

d. Holding temperature

Note: Coffee should be held at 180° Fahrenheit. Never allow brewed coffee to boil.

e. Care of equipment

Note: Oils that are not removed in the cleaning process will build up and cause bitterness.

3. Standards of quality for coffee

a. Flavor should be fresh, not stale.

b. Taste should be mellow, not bitter.

c. Aroma should be pleasing.

d. Strength should be medium as indicated by a rich brown color.

e. Appearance should be clear with no visible particles or oiliness.

f. Temperature should be hot when served.

4. Factors affecting tea quality

a. Proportion of tea to water

b. Freshness of boiled water used

c. Care in brewing

Note: Do not allow tea to boil.

d. Brewing container

Note: Use only pottery, china, glass, or stainless steel containers for brewing tea.

e. Allowance made for dilution by ice when making iced tea

Information Sheet

5. **Standards of quality for tea**
    - a. Flavor should be brisk and somewhat tart but not bitter.
    - b. Aroma should be pleasing.
    - c. Strength should be medium as indicated by a light brown, golden color.

      Note: The color may vary slightly with the type of tea being used.
    - d. Appearance should be clear, with no visible particles or oiliness.
    - e. Temperature should be hot for hot tea and cold for iced tea.

6. **Other common beverages**
    - a. Cocoa
    - b. Hot chocolate
    - c. Fruit juices
    - d. Milk products
    - e. Carbonated products
    - f. Punches

7. **Convenience beverages and their variations**
    - a. Coffee
        - Instant crystals
        - Concentrate for use in machines
        - Individual service packets
    - b. Tea
        - Concentrate for use in machines
        - Individual bags

Information Sheet

c. Hot chocolate

- Dry powder base
- Concentrate for use in machines
- Individual service packets

d. Fruit juices

- Fresh
- Canned
- Frozen concentrate

e. Punches

- Fresh
- Canned
- Frozen concentrate
- Instant powders

8. **Reconstituting convenience beverages**

a. Follow directions.

b. Weigh or measure accurately.

c. Make sweetener into a simple syrup for ease in blending.

Beverages
Unit 19

Job Sheet 1—Prepare and Evaluate Iced Tea

Name ______________________________ Attempt Number ________

Date ______________________________ Overall Rating ________

Evaluation criteria	Rating
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Product evaluated according to given criteria	______
Servable product obtained (evaluation score of 16 or more points)	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 1

Name:	Iced Tea		
Yield:	3 gallons	**Portion:**	12 oz. glass of tea
Utensils:	Stainless steel containers, measuring utensil		

Ingredients	Quantity	Method
Tea bags, 1 oz. Water, boiling Water, cold Ice, chipped or cubed	6 1 gal. 2 gal. 10 to 15 lb.	1. Place tea bags in stainless steel container. 2. Add boiling water. 3. Steep bags for 4 to 6 minutes. 4. Remove bags. 5. Pour hot tea into cold water. 6. Fill 12-oz. glasses with ice. 7. Pour tea over ice just before serving.

Note: Always pour the hot tea concentrate into the cold water. Do not refrigerate or ice the tea prior to service; cloudiness develops in tea that has been refrigerated.

☐ 3. Evaluate the iced tea.

Note: Use the following chart. Rate each standard of quality according to the characteristics listed, record the number of points in the appropriate columns, then total all points.

Standards of Quality	Characteristics	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Light brown, golden color No particles				
Freshness	No cloudiness				
Flavor	Brisk Somewhat tart Not bitter				
Aroma	Pleasing				
Temperature	Chilled				

Total Points ____________________

Scoring

21-25 points — Servable; good technique
16-20 points — Check technique; serve with improvement in mind
10-15 points — Check technique; do not serve

Job Sheet 1

☐ 4. Answer the following questions.

Note: Be prepared to discuss your answers in class.

a. Was the product servable? ______________________

b. If the product was not servable, why? ______________________

____

c. Which of the following should be improved? ______________________

____

- Measuring
- Temperature
- Mixing
- Preparation

☐ 5. Clean utensils and return unused ingredients to proper storage.

☐ 6. Clean the work area.

Evaluator's comments: ______________________

____

____

Beverages
Unit 19

Job Sheet 2—Prepare Cocoa

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Cocoa pleasant in consistency, texture, and flavor; not scorched or lumpy	______
Cocoa served hot	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 2

Name: Cocoa

Yield: 2½ gallons **Portion:** 6 oz.

Utensils: Sauce pan, stock pot, measuring utensils, baker's scales, wire whip

Ingredients	Quantity	Method
Sugar	1 lb. 8 oz.	1. Mix dry ingredients in sauce pan. 2. Add water and mix until smooth. 3. Boil approximately three minutes or to form a thin syrup. 4. Add syrup to hot milk in stock pot. 5. Just before serving, add vanilla and beat well with wire whip.
Cocoa	8 oz.	
Salt	½ tsp.	
Water	1 qt.	
Milk, hot	2¼ gal.	
Vanilla	1 tsp.	

Note: A marshmallow or whipped cream garnish may be added to each cup if desired.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ____________________

____

____

Beverages
Unit 19

Job Sheet 3—Prepare Foundation Punch

Name ______________________ Attempt Number ________

Date ______________________ Overall Rating ________

Evaluation criteria	**Rating**
Utensils and ingredients assembled prior to beginning	______
Product prepared according to recipe	______
Safety and sanitation rules observed	______
Punch pleasing in consistency, flavor, and color	______
Sugar completely dissolved	______
Punch served cold	______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment—Range

Note: Hand tools, utensils, and ingredients are part of the standardized recipe.

B. Procedure

☐ 1. Assemble utensils and ingredients at the work station.

☐ 2. Prepare the recipe.

Note: The instructor may desire to alter the yield; write any changes in the quantity column.

Job Sheet 3

Name: Foundation Punch			
Yield: 2½ gallons		**Portion:** 6 oz.	
Utensils: Sauce pots, wire whip, measuring utensils, baker's scales, can opener			

Ingredients	Quantity	Method
Sugar	2 lb. 8 oz.	1. Mix sugar and water; bring to a boil.
Water	1 qt.	2. Let cool.
Orange juice, frozen concentrate, undiluted	3 c. (two 12-oz. cans)	3. Combine orange juice and lemonade concentrates with cold water. 4. Add sugar syrup; chill.
Lemonade, frozen concentrate, undiluted	3 c. (two 12-oz. cans)	
Water, cold	1½ gal.	

Note: Ginger ale may be substituted for part or all of the cold water; chill and add to other ingredients just before serving.

Variations:

- Golden Punch—Reduce orange juice and lemonade to one 12-oz. can each. Add two 46-oz. cans of pineapple juice.
- Raspberry Punch—Reduce orange juice to one 12-oz. can. Add two 12-oz. packages of frozen red raspberries.
- Sparkling Grape Punch—Reduce orange juice and lemonade to one 12-oz. can each. Add two 12-oz. cans frozen grape juice. Just before serving, add two 20-oz. bottles of ginger ale.

☐ 3. Clean utensils and return unused ingredients to proper storage.

☐ 4. Clean the work area.

Evaluator's comments: ______________________________

____

____

Menu Planning and Costing
Unit 20

Objective Sheet

Unit Objective

After completing this unit, the student should be knowledgeable about the considerations that should be taken into account when planning menus, and be able to cost recipes.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to menu planning with their correct definitions.
2. List the goals of menu planning.
3. List reasons nutrition is important in menu planning.
4. Select true statements concerning nutritional responsibilities of a menu planner.
5. Complete factors related to customers in menu planning.
6. List management considerations in menu planning.
7. Select qualities of a good menu format.
8. List methods for giving a menu variety.
9. Select correct guidelines for planning menus.
10. Match terms related to costing with their correct definitions.
11. List reasons for costing recipes.
12. Select items included in the cost of a meal.
13. Cost a recipe.
14. Calculate menu price.
15. Correct menu flaws. (Assignment Sheet 1)
16. Determine recipe costs and menu prices. (Assignment Sheet 2)

Menu Planning and Costing
Unit 20

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present the objectives.
2. Review teaching suggestions below and plan classroom activities. Integrate workplace skills as they apply to your vocational program.
3. Plan presentation to take advantage of student learning styles and to accommodate special needs students.
4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit.
5. Review instructions for evaluating student performance and make copies of unit evaluation form.
6. Provide students with unit of instruction.
7. Discuss assignment sheets. Review criteria for evaluation of these activities.
8. Discuss the use of the unit evaluation form with students, and select and discuss the rating scale that will be used for student evaluation.
9. Make copies of the written test.
10. Give written test.
11. Compile assignment sheet ratings and written test scores on the unit evaluation form.
12. Reteach and retest as required.

Teaching Suggestions

Note: Skill areas appearing in boldface type in the Teaching Suggestions refer to the academic and workplace skills identified by the American Society for Training and Development (ASTD) and the U.S. Department of Labor. These have been adapted by MAVCC.

1. Review with class Unit 7 in MAVCC's *Food Production, Management, and Services: Introduction* concerning nutrients and their functions and sources and how to plan nutritionally sound menus.

Suggested Activities

2. Invite a local dietitian to speak to the class on the importance of well-balanced meals. Skill area: **listening**.

3. Have each student prepare a notebook-sized poster of the basic four food groups for use as a guide in menu planning. Skill areas: **science** and **creative thinking**.

4. Have students collect and prepare a display of sample menus. Poll the class to determine the menu with the most appeal, taking into consideration shape, size, typeset, and format. Skill areas: **creative thinking, teamwork, interpersonal relations,** and **oral communication**.

5. After determining the most visually appealing menu of the collection, poll the students on the menu they feel is most consistent in content with the guidelines for menu planning set forth in this unit. Skill areas: **oral communication** and **problem solving**.

Resources Used in Developing This Unit

1. Gibson, LeRoy. *Food Production, Management, and Services: Production.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

2. Palan, Earl. *Food Production, Management, and Services: Introduction*, 2nd ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1992.

Menu Planning and Costing
Unit 20

Answers to Assignment Sheets

Assignment Sheet 1

1. a. Overuse of sauces; repetition of ingredients (cheese).
   b. Many valid substitutions are possible.
2. a. Meal is monochromatic (too much of one color—white).
   b. Many valid substitutions are possible.
3. a. Overemphasis on fried foods.
   b. Many valid substitutions are possible.

Assignment Sheet 2

1. **Meat Loaf (50 portions)**

Ingredients	Quantity	Market Price	Extension Price
Ground beef	12 lbs.	$1.09/lb.	$13.08
Slightly beaten eggs	6	.83/doz.	.415
Minced onion	12 oz.	.30/lb.	.225
Salt	2 oz.	.19/lb.	.024
Pepper	1 oz.	2.50/lb.	.156
Beef stock	1 gal.	.60/gal.	.60
Bread crumbs	1 lb.	.15/lb.	.15
		Total Cost	$14.65

Per portion cost = $.29
Menu price = $.46

2. **Hungarian Goulash (50 portions)**

Ingredients	Quantity	Market Price	Extension Price
Boned chuck, 1-in. cubes	17 lbs. 8 oz.	$2.19/lb.	$38.325
Oil	1 cup	.60/qt.	.15
Onions, minced	5 lbs.	.30/lb.	1.50
Garlic, minced	2 oz.	.90/lb.	.116
Paprika	6 oz.	2.50/lb.	.938
Flour	12 oz.	1.10/lb.	.825
Salt	2 oz.	.19/lb.	.024
Tomato puree	1 No. 10 can	3.09/can	3.09
Light stock	2 qt.	.60/gal	.30
		Total cost	$45.268

Per portion cost = $.91
Menu price = $1.46

Menu Planning and Costing
Unit 20

Answers to Written Test

1.

a.	2	e.	1
b.	8	f.	4
c.	3	g.	5
d.	6	h.	7

2. a. Adequate nutrition
   b. Appetite appeal
   c. Customer satisfaction
   d. Cost control

3. a. Gives the customer an opportunity to have a nutritious meal
   b. Helps ensure variety

4. b, d

5. a. Age
   b. Occupation
   c. Season
   d. Regional
   e. Appearance
   f. Price
   g. Clientele

6. Any six of the following:

   a. Type of food service establishment
   b. Number to be served
   c. Equipment available
   d. Skill and number of employees
   e. Distribution of work
   f. Season of the year
   g. Leftovers
   h. Cost control
   i. Terminology with sales appeal

7. b, c, e

Answers to Written Test

8. Any one for each of the following categories:

    a. Use of color

        (1) Take advantage of the natural colors of foods.
        (2) Plan dishes with colors which go well together.
        (3) Make sure color combinations have eye appeal.
        (4) Use more than one color on a menu.

    b. Use of flavor—Plan menus that have choices of both bland and highly seasoned foods.

    c. Use of shape and size

        (1) Take advantage of the naturally different shapes of foods.
        (2) Use preparation methods to give different shapes.
        (3) Vary shapes and sizes to add interest and make foods pleasing to the eye.

    d. Use of temperature

        (1) Include some hot foods on the menu.
        (2) Include some cold foods on the menu.

    e. Use of texture—Offer a variety of soft, crisp, chewy, and crunchy foods.

9. b, c, e, f, g

10.

a.	8	f.	9
b.	2	g.	4
c.	3	h.	1
d.	7	i.	5
e.	6		

11. a. To control food costs by giving advanced information on costs of dishes prepared.
    b. To act as the basis for deciding the menu price.

12. a, b, d, e, g

13. $.18

14. $1.88

Menu Planning and Costing
Unit 20

Written Test

Name ______________________________ Score ______________

1. Match the terms related to menu planning on the right with their correct definitions.

_____ a. Main course of a meal

_____ b. Food and drink consumed each day

_____ c. Foods on the menu which are listed and priced separately

_____ d. Guide that separates food into categories to aid in planning nutritious meals

_____ e. Menus which are planned for a period of one, two, three, four, or five weeks, then used again

_____ f. General makeup or arrangement of the menu

_____ g. Study of foods and their relation to health

_____ h. Chemical compound essential to good health which is found in food

1. Cycle menus
2. Entree
3. A la carte
4. Format
5. Nutrition
6. Basic four food groups
7. Nutrient
8. Diet

2. List the goals of menu planning.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Written Test

3. List two reasons nutrition is important in menu planning.

a. ______________________________

____

b. ______________________________

____

4. Select true statements concerning nutritional responsibilities of a menu planner by placing an "X" in each appropriate blank.

______a. Have few nutritious choices in limited forms so customers can have appetizing and nutritious meals.

______b. Include on each menu items which contain the basic nutrients.

______c. Utilize items from the basic three food groups.

______d. Offer nutritious meals in an appetizing and flavorful combination.

5. Circle the word(s) which best complete the following factors related to customers in menu planning.

a. (Age, Sex) of customers

b. (Residence, Occupation) of majority of customers

c. Climate and (season, temperature)

d. (Personal, Regional) preferences

e. Flavor and (color, appearance) of food

f. Variety and (origin, price) of food

g. Income range of (employees, clientele)

Written Test

6. List six management considerations in menu planning.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

7. Select qualities of a good menu format by placing an "X" in each appropriate blank.

   ______a. Expensive items should stand out.

   ______b. Lettering should be easy to read.

   ______c. Presentation of items should be easy to understand.

   ______d. Items should be clearly overpriced.

   ______e. Total menu appearance should reflect the theme or atmosphere of the establishment.

8. List one example of each method for giving a menu variety.

   a. Use of color— ______________________________

   b. Use of flavor— ______________________________

   c. Use of shape and size— ______________________________

   d. Use of temperature— ______________________________

   e. Use of texture— ______________________________

Written Test

9. Select correct guidelines for planning menus by placing an "X" in each appropriate blank.

______a. Use the same preparation methods for all foods.

______b. Avoid overuse of sauces.

______c. Avoid repetition of ingredients.

______d. Repeat dishes many times in the same week.

______e. Avoid continuous repetition from one week to the next.

______f. Utilize seasonal foods.

______g. Utilize traditional holiday foods.

______h. Strive for a combination of independent flavors.

10. Match the terms related to costing on the right with their correct definitions.

______a. Size of an item as it is purchased

______b. Difference between the selling price and the raw food cost

______c. Cost of a certain amount

______d. Price charged to the customer

______e. Cost of each serving

______f. Price of the amount used in a recipe

______g. Total cost of all items in a recipe

______h. Unit or a separate thing

______i. Price paid for an item

1. Item
2. Markup
3. Unit price
4. Cost of recipe
5. Market price
6. Per portion cost
7. Menu price
8. Market unit
9. Extension price

11. List two reasons for costing recipes.

a. ____

____

b. ____

____

Written Test

12. Select items included in the cost of a meal by placing an "X" in each appropriate blank.

_____a. Food

_____b. Labor

_____c. Time

_____d. Supplies other than food

_____e. Overhead

_____f. Uniforms

_____g. Percentage of profit

_____h. Season

13. Cost a recipe for spaghetti with meat sauce using the following information. Make calculations in the space provided.

Spaghetti with Meat Sauce (35 portions)

Ingredients	Quantity	Market Price	Extension Price
Spaghetti	1 lb. 8 oz.	$.30/lb.	______
Salt	3 oz.	.05/lb.	.01
Canned meat sauce	2 No. 10 cans	3.00/can	______
		Total Cost	______

Per portion cost = ______

Written Test

14. Calculate the menu price of chocolate cake if the per portion cost is $1.25 and the percentage of markup is 50 percent.

Menu price = ____________

*Permission to duplicate this test is granted.

Menu Planning and Costing
Unit 20

Unit Evaluation Form

Student Name ______________________ Unit Rating ________

Assignment Sheet 1—Correct Menu Flaws Rating ______

Comments: ______________________

____

Assignment Sheet 2—Determine Recipe Costs and Menu Prices Rating ______

Comments: ______________________

____

Written Test Scores

Pretest ______ Posttest ______ Other ______

Other ______________________

____

Teacher Signature ______________________ Date ________

Student Signature ______________________ Date ________

***Permission to duplicate this form is granted.**

1050

Menu Planning and Costing
Unit 20

Information Sheet

1. **Terms related to menu planning and their definitions**

   a. **A la carte** — Foods on the menu which are listed and priced separately

   b. **Basic four food groups** — Guide that separates food into categories to aid in planning nutritious meals

   c. **Cycle menus** — Menus which are planned for a period of one, two, three, four, or five weeks, then used again

   d. **Diet** — Food and drink consumed each day

   e. **Entree** — Main course of a meal

   f. **Format** — General makeup or arrangement of the menu

   g. **Nutrient** — Chemical compound essential to good health which is found in food

   h. **Nutrition** — Study of foods and their relation to health

2. **Goals of menu planning**

   a. Adequate nutrition

   b. Appetite appeal

   c. Customer satisfaction

   d. Cost control

3. **Reasons nutrition is important in menu planning**

   a. Gives the customer an opportunity to have a nutritious meal

   b. Helps ensure variety

Information Sheet

4. **Nutritional responsibilities of a menu planner**

   a. Include on each menu items which contain the basic nutrients.

   b. Utilize items from the basic four food groups.

   c. Have enough nutritious choices in a variety of forms so customers can have appetizing and nutritious meals.

   Note: This may not be possible in a specialty establishment due to lack of variety in the menu.

   d. Offer nutritious meals in an appetizing and flavorful combination.

5. **Factors related to customers in menu planning**

   a. Age of customers

   b. Occupation of majority of customers

   c. Climate and season

   d. Regional preferences

   Examples: Grits are served with breakfast in the South; hash browns are preferred with breakfast in the Midwest.

   e. Flavor and appearance of food

   f. Variety and price of food

   g. Income range of clientele

   h. Nutritional adequacy

6. **Management considerations in menu planning**

   a. Type of food service establishment

   b. Number to be served

   c. Equipment available

   d. Skill and number of employees

   e. Distribution of work

Information Sheet

   f. Season of the year

   g. Leftovers

   h. Cost control

   i. Terminology with sales appeal

7. **Qualities of a good menu format**

   a. Presentation of items should be easy to understand.

   b. Lettering should be easy to read.

   c. Items should be clearly priced.

   d. Main items should stand out.

   e. Total menu appearance should reflect the theme or atmosphere of the establishment.

8. **Methods for giving a menu variety**

   a. Use color

      - Take advantage of the natural colors of foods.
      - Plan dishes with colors which go well together.
      - Make sure color combinations have eye appeal.
      - Use more than one color on a menu.

      Note: Avoid monochromatic meals. Everything should not be white, green, or yellow but a combination of colors.

   b. Use flavor—Plan menus that have choices of both bland and highly seasoned foods.

Information Sheet

c. Use shape and size

- Take advantage of the naturally different shapes of foods.

  Examples: Round peas, long and slender green beans

- Use preparation methods to give different shapes.

  Examples: Shred, slice, or cube

- Vary shapes and sizes to add interest and make foods pleasing to the eye.

d. Use temperature

- Include some hot foods on the menu.

- Include some cold foods on the menu.

e. Use texture—Offer a variety of soft, crisp, chewy, and crunchy foods.

9. Guidelines for planning menus

a. Vary preparation methods for foods.

Example: Do not have all fried foods, all baked foods, or all creamed foods.

b. Avoid overuse of sauces.

Example: Swiss steak with scalloped potatoes and creamed peas

c. Avoid repetition of ingredients.

Example: Carrot and raisin salad, glazed carrots, Yankee pot roast with vegetables, and carrot cake

d. Avoid duplication of dishes in the same week.

e. Avoid continuous repetition from one week to the next.

Note: This will vary from one establishment to another.

f. Utilize seasonal foods.

Example: Fresh peaches for peach shortcake

Information Sheet

g. Utilize traditional holiday foods.

Examples: Pumpkin pie for Thanksgiving and baked ham for Easter

h. Strive for a pleasing combination of complementary flavors, not a barrage of conflicting and independent flavors.

10. **Terms related to costing and their definitions**

a. **Cost of recipe** — Total cost of all items in a recipe

b. **Extension price** — Price of the amount used in a recipe

c. **Item** — Unit or a separate thing

d. **Market price** — Price paid for an item

e. **Market unit** — Size of an item as it is purchased

Examples: One case of six No. 10 cans; 1 lb. of hamburger

f. **Markup** — Difference between the selling price and the raw food cost

g. **Menu price** — Price charged to the customer

h. **Per portion cost** — Cost of each serving

i. **Unit price** — Cost of a certain amount

Examples: By the pound or by the case

11. **Reasons for costing recipes**

a. To control food costs by giving advanced information on costs of dishes prepared.

b. To act as the basis for deciding the menu price.

12. **Items included in the cost of a meal**

a. Food

b. Labor

c. Supplies other than food

Examples: Paper products, cleaning supplies

Information Sheet

d. Overhead

Examples: Rent, maintenance

e. Percentage of profit

13. **Costing recipes**

a. Cost each ingredient separately.

- Determine the cost of the ingredient.

  Example: Flour cost $.10 per pound.

- Convert the recipe amount to the cost amount.

  Example: The recipe calls for 8 ounces of flour, which equals ½ pound.

- Multiply or divide as required, rounding to nearest cent.

  Example: Flour = $.10 per pound × ½ pound = $.05

b. Total the cost of all ingredients.

c. Divide the cost by the number of servings to determine the per portion cost.

Example: **Macaroni and Cheese (50 portions)**

Ingredients	Quantity	Market Price	Extension Price
Macaroni	1 lb. 8 oz.	$.25/lb.	$.37
Margarine	12 oz.	.50/lb.	.37
Salt	3 oz.	.05/lb.	.01
Flour	8 oz.	.10/lb.	.05
Milk	2 qt.	.75/gal.	.38
Cheese	3 lb.	1.00/lb.	3.00
Bread crumbs	12 oz.	.15/lb.	.11
		Total Cost	$4.29

$4.29 ÷ 50 portions = $.09 per portion

Information Sheet

14. Calculating menu price

a. Figure the per portion cost of item.

Example: Macaroni and cheese cost $.09 per portion.

b. Multiply the per portion cost by the percentage of markup.

Example: $\$.09 \times 60\%$ markup $= \$.09 \times .6 = \$.054$

c. Add the per portion cost and markup together to determine the menu price.

Example: $\$.09 + \$.05 = \$.14$ (menu price)

Menu Planning and Costing
Unit 20

Assignment Sheet 1—Correct Menu Flaws

Name ______________________ Overall Rating __________

Evaluation criteria	**Rating**
Basic menu flaws recognized	______
Valid suggestions for correcting flaws given	______

Directions: Each of the following menus has one or more basic flaws. Read the menus, state the flaw(s), and give suggestions for correcting these flaws. Be specific in your suggestions.

Example: Replace cheese cake with chocolate cake.

1.

Roast Beef with Espagnole Sauce
Au Gratin Potatoes   Broccoli with Cheese Sauce
Hot Vienna Bread   Potato Salad
Cheese Cake

a. Basic flaw(s): ______________________

b. How could this menu be corrected? ______________________

2.

Baked Dover Sole with Drawn Butter
Mashed Potatoes   Buttered Cauliflower
Cottage Cheese with Pear Salad   Fresh French Bread
Angel Food Cake with Lemon Sauce

a. Basic flaw(s): ______________________

Assignment Sheet 1

b. How could this menu be corrected?

3.

Southern Fried Chicken
Potatoes O'Brien Fresh Fried Squash
Tossed Salad with Squaw Bread
Choice of Dressing
Fresh Pecan Pie

a. Basic flaw(s):

b. How could this menu be corrected?

Menu Planning and Costing
Unit 20

Assignment Sheet 2—Determine Recipe Costs and Menu Prices

Name ______________________________ Overall Rating ________

Evaluation criteria	**Rating**
Extension prices accurately calculated	______
Per portion cost accurately calculated	______
Menu price accurately calculated	______

Directions: Cost the following recipes and calculate their menu prices with a markup of 60 percent. Review the information in Objectives 13 and 14 if necessary. Complete the charts to help organize your work. The above criteria will be used to evaluate your performance.

1. **Meat Loaf (50 portions)**

Ingredients	Quantity	Market Price	Extension Price
Ground beef	12 lbs.	$1.09/lb.	______
Slightly beaten eggs	6	.83/doz.	______
Minced onion	12 oz.	.30/lb.	______
Salt	2 oz.	.19/lb.	______
Pepper	1 oz.	2.50/lb.	______
Beef stock	1 gal.	.60/gal.	______
Bread crumbs	1 lb.	.15/lb.	______
		Total Cost	______

Per portion cost = ______________

Menu price = ______________

Assignment Sheet 2

2. **Hungarian Goulash (50 portions)**

Ingredients	**Quantity**	**Market Price**	**Extension Price**
Boned chuck, 1-in. cubes	17 lbs. 8 oz.	$2.19/lb.	__________
Oil	1 cup	.60/qt.	__________
Onions, minced	5 lbs.	.30/lb.	__________
Garlic, minced	2 oz.	.90/lb.	__________
Paprika	6 oz.	2.50/lb.	__________
Flour	12 oz.	1.10/lb.	__________
Salt	2 oz.	.19/lb.	__________
Tomato puree	1 No. 10 can	3.09/can	__________
Light stock	2 qt.	.60/gal	__________
		Total cost	__________

Per portion cost = __________

Menu price = __________